

K-1 Fiction/Non-Fiction Rubric

Category: _____

Grade Level: _____

Title: _____

	1- Experimenting	2- Emerging	3- Developing	4- Capable	5-Experienced
<p>Ideas- <i>The content of the writing. Ideas are strong when they are clear and focused, and move from the general to the specific.</i></p> <p>Score _____</p>	<ul style="list-style-type: none"> ⓐ The piece conveys little meaning. ⓑ Real-life objects show up in drawings. ⓒ Drawings may not be completely recognizable. ⓓ Letters are not standard or consistent. ⓔ An oral reading by the writer is needed to understand the message. 	<ul style="list-style-type: none"> ⓐ One or more ideas are present in the most general way. ⓑ Letters and words can be picked out as clues to the topic. ⓒ The drawing helps to clarify the idea. ⓓ The text is composed of simple, recognizable letters with some early attempts at words. ⓔ The reader gets the basic idea but needs the writer’s assistance to comprehend it fully. 	<ul style="list-style-type: none"> ⓐ The idea is written in several related sentences. ⓑ A simple statement with somewhat detailed pictures captures the topic. ⓒ Basic details are present in the text; the illustrations work to enhance the main idea. ⓓ The text contains real words. ⓔ Text and picture are understandable to the reader. 	<ul style="list-style-type: none"> ⓐ The writing works by itself to explain a simple idea or story. ⓑ The text has a storyline, it may be partial. ⓒ Key details begin to surface. ⓓ The writing makes sense, but some information may be missing or irrelevant. ⓔ Pictures and text work harmoniously to create a rich understanding of the topic. 	<ul style="list-style-type: none"> ⓐ The idea is clear and coherent. ⓑ The text is a thoughtful and well-developed storyline. ⓒ Elaboration through interesting details creates meaning for the reader. ⓓ The writer shows understanding of the topic through personal experience, or research. ⓔ Pictures enhance the key ideas, but aren’t necessary for comprehension.
<p>Organization- <i>The skeleton of the writing. A sturdy framework that shows a sequence of time, connected thoughts and several pictures about the same event.</i></p> <p>Score _____</p>	<ul style="list-style-type: none"> ⓐ The piece uses a title that is completely unrelated to story or theme, or does not use a title. ⓑ Letters (if present) are scattered across the page. ⓒ No coordination of written elements is evident. ⓓ Lines, pictures, or letters are randomly placed on the page. ⓔ Lines, pictures or letters are grouped haphazardly. ⓕ There is no sense of beginning or end. 	<ul style="list-style-type: none"> ⓐ The piece uses a title that has a slight connection (very generic) to story or theme. ⓑ Letters or words are used as captions. ⓒ Simple clues about order emerge in pictures or text. ⓓ The arrangement of pictures or text shows and awareness of the importance of structure and pattern. ⓔ Left-to-right, top-to-bottom orientation is evident. ⓕ No transitions are indicated. 	<ul style="list-style-type: none"> ⓐ The simple title states the topic, but doesn’t capture the reader’s attention. ⓑ The piece contains a partial storyline (e.g., has a beginning but not an ending, or may lack a middle section). ⓒ The piece is little more than a list of sentences connected by theme. ⓓ There is basic order with a few missteps. ⓔ There is more text at the beginning than in the middle or end. ⓕ The writer attempts transitions, sentence parts are linked with conjunctions (<i>but, and, or</i>). 	<ul style="list-style-type: none"> ⓐ The interesting title captures the central idea. ⓑ The writing starts out strong and includes a predictable conclusion. ⓒ The writer uses a pattern to spotlight the most important details. ⓓ Ideas follow a logical but obvious sequence. ⓔ The writing’s pace is even; it doesn’t bog the reader down. ⓕ Basic transitions (<i>next, one day, later, finally</i>) link one sentence to the next. 	<ul style="list-style-type: none"> ⓐ The title is thoughtful and effective; the reader wants to read more. ⓑ There is a clear beginning, middle, and conclusion. ⓒ Important ideas are highlighted within the text. ⓓ Everything fits together nicely. ⓔ The text slows down and speeds up to highlight the ideas and shows the writer’s skill at pacing. ⓕ Clear transitions connect one sentence to the next.

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<p>Voice- <i>The writer's passion for the topic coming through loud and clear. A range of emotions combined with sincere thoughts that keeps the reader turning the pages.</i></p> <p>Score _____</p>	<ul style="list-style-type: none"> ⑥ The reader is not sure why the writer chose this idea for writing. The writer tries to copy without purpose what he or she sees around the room. ⑥ No awareness of audience is evident. The piece contains very simple drawings or lines. ⑥ Nothing distinguishes the work to make it the writer's own. ⑥ Feeling is erratically communicated through color, size, shape and line in drawings. 	<ul style="list-style-type: none"> ⑥ The piece is a routine response to the assignment. ⑥ The writer copies environmental text but also adds an original bit. The text connects with the reader in the most general way. ⑥ The drawings begin to reveal the individual. ⑥ The barest hint of the writer is in evidence. 	<ul style="list-style-type: none"> ⑥ There are fleeting glimpses of how the writer looks at the topic. ⑥ Touches of originality are found in the text and pictures. ⑥ There is a moment of audience awareness, but then it fades. ⑥ BIG letters, exclamation points, underlining, repetition and pictures are used for emphasis. 	<ul style="list-style-type: none"> ⑥ The writer takes a standard topic and addresses it in a nonstandard way. ⑥ The writer tries a new word, interesting image or unusual detail. ⑥ The writing speaks to the reader in several places. ⑥ The writing captures a general mood such as happy, sad or mad. ⑥ The writer begins to show how he or she really thinks and feels about the topic. 	<ul style="list-style-type: none"> ⑥ The writer "owns" the topic. ⑥ The piece contains the writer's imprint. ⑥ The writer is mindful of the piece's audience and connects purposefully with the reader. ⑥ The tone is identifiable—bittersweet, compassionate, frustrated, terrified, and so on. ⑥ The writer takes real risks, creating a truly individual piece of writing.
<p>Word Choice- <i>Word choice is not about grammar. It's about selecting words carefully to craft fluent sentences and create a lasting image in the reader's mind.</i></p> <p>Score _____</p>	<ul style="list-style-type: none"> ⑥ Scribbling and random lines mark the page. ⑥ Imitation letters may be present. ⑥ There may be random strings of letters across the page. ⑥ <u>Writer uses his or her name.</u> ⑥ Few, if any, recognizable words are present. 	<ul style="list-style-type: none"> ⑥ Conventional letters are present. ⑥ The letter strings begin to form words. ⑥ Letter strings can be read as words even though the spacing and spelling aren't correct. ⑥ Words from the classroom e.g., the board, displays or word walls are attempted. ⑥ A few words can be identified. 	<ul style="list-style-type: none"> ⑥ Some words make sense. ⑥ The reader begins to see what the writer is describing. ⑥ One or two words stand out. ⑥ Occasional misuse of words bogs the reader down. ⑥ The writer tries out new words. 	<ul style="list-style-type: none"> ⑥ The writer uses descriptive nouns (e.g., Raisin Bran, not cereal) at times. ⑥ The writer uses an active verb or two. ⑥ There is very little repetition of words. ⑥ The writer attempts figurative language. ⑥ The writer "stretches" himself or herself by using different types of words. 	<ul style="list-style-type: none"> ⑥ The writer uses everyday words and phrases with a fresh and original spin. ⑥ The words paint a clear picture in the reader's mind. ⑥ The writer uses just the right words or phrase. ⑥ Figurative language works reasonably well. ⑥ Colorful words are used correctly and with creativity.

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<p>Sentence Fluency- <i>Sentence fluency is the auditory trait, where we learn to read with our ears along with our eyes. It is both the grammar that makes a group of words a sentence and the way a sentence sounds to the ear.</i></p>	<ul style="list-style-type: none"> ⑥ It's hard to figure out how the elements go together. ⑥ Words, if present, stand alone. ⑥ Imitation words and letters are used across the page. ⑥ There is no overall sense of flow to the piece. ⑥ Only the writer can read the piece aloud. 	<ul style="list-style-type: none"> ⑥ Written elements work together in units. ⑥ Words are combined to make short, repetitive phrases. Awkward word patterns break the flow of the piece. ⑥ The reader gets only one or two clues about how the pictures and text are connected. ⑥ The reader stumbles when reading the text aloud and may have to back up and reread. 	<ul style="list-style-type: none"> ⑥ Basic subject-verb agreement occurs in simple sentences-e.g., "I jumped". ⑥ Sentence beginnings are identical, making all sentences sound alike. ⑥ Longer sentences go on and on. ⑥ Simple conjunctions such as <i>and</i> and <i>but</i> are used to make compound sentences. ⑥ The piece is easy to read at times, although it may contain repetitive or awkward sentence patterns. 	<ul style="list-style-type: none"> ⑥ Sentences are of different lengths. ⑥ Sentences start differently. ⑥ Some sentences read smoothly while others still need work. ⑥ Connectives are correctly used in long and short sentences. ⑥ Aside from a couple of awkward moments, the piece can be read aloud easily. 	<ul style="list-style-type: none"> ⑥ Different sentence lengths give the writing a nice sound. There is playfulness and experimentation. ⑥ Varied sentence beginnings create a pleasing rhythm ⑥ Different kinds of sentences (statements, commands, questions, and exclamations) are present. ⑥ The flow from one sentence to the next is smooth. ⑥ The piece is a breeze to read aloud.
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<p>Conventions- <i>The command a writer shows using grammar, punctuation, spelling, and capitalization and to help the reader navigate the text.</i></p> <p>Score _____</p>	<ul style="list-style-type: none"> ⓐ Letters are written in strings. ⓑ Letters are formed irregularly. ⓒ Spacing is uneven between letters and words. ⓓ Punctuation is not present. ⓔ The piece does not employ standard conventions. ⓕ The reader's understanding is severely limited by lack of conventions. 	<ul style="list-style-type: none"> ⓐ The words are unreadable to the untrained eye. ⓑ There is no intentional use of upper-and lowercase letters. ⓒ Spacing between letters and words is present. ⓓ The writer experiments with punctuation. ⓔ The use of conventions is not consistent. ⓕ Uses nonstandard grammar. ⓖ Contains numerous errors in spelling, grammar and punctuation that interfere with the reader's understanding. 	<ul style="list-style-type: none"> ⓐ Spelling is inconsistent but readable. ⓑ Upper-and lowercase letters are used correctly. ⓒ Capitals mark the beginning of sentences. ⓓ End punctuation marks are generally used correctly. ⓔ The writing follows simple conventions. ⓕ Attempts standard grammar. ⓖ Contains several errors that may or may not interfere with the reader's understating. 	<ul style="list-style-type: none"> ⓐ Spelling is correct or close on high-use words. ⓑ Sentence beginnings and proper nouns are usually capitalized. ⓒ The writer uses end punctuation and series commas correctly. ⓓ The writer may try more advanced punctuation (dashes, ellipses, quotation marks) but not always with success. ⓔ Only minor editing is required to show thoughtful use of conventions. ⓕ Has noun/pronoun agreement, verb tenses subject/verb agreement ⓖ Contains only a few errors that do not interfere with the reader's understanding. 	<ul style="list-style-type: none"> ⓐ High-use words are spelled correctly and others are easy to read. ⓑ The writer applies basic capitalization rules with consistency. ⓒ Punctuation marks are used effectively to guide the reader. ⓔ <u>One or more paragraphs with indenting are present.</u> ⓕ Conventions are applied consistently and accurately. ⓖ Shows control over standard grammar. ⓗ Uses grade-appropriate grammar, spelling and punctuation.

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<p>Presentation- <i>The measure of how much care a writer has put into the piece. Clear pictures and neatly planned text, create a finished, polished piece.</i></p> <p>Score _____</p>	<ul style="list-style-type: none">⑥ No margins are present.⑥ The use of white space is random and ineffective.⑥ The handwriting is messy and illegible.⑥ There are many cross-outs, stray marks, or tears from erasing.⑥ Little care went into this piece to make it readable or understandable.⑥ Uses illustrations that do not relate to the text.	<ul style="list-style-type: none">⑥ Attempts at margins are inconsistent.⑥ The writing contains irregular chunks of white space.⑥ Letters slant in different directions and form different shapes and sizes.⑥ Some cross-outs, marks and tears divert attention.⑥ Only a last-minute attempt was made to create a readable piece.⑥ Illustrations and text are slightly connected.	<ul style="list-style-type: none">⑥ Margins show awareness of left-to-right/top-to-bottom directionality, though they are not evenly spaced.⑥ White space is present but inconsistent in size.⑥ The handwriting is more legible at the beginning than at the end.⑥ There are cross-outs and stray marks but only a few small smudges or tears from erasing.⑥ The piece looks rushed.⑥ Illustrations and text are clearly connected.	<ul style="list-style-type: none">⑥ Margins are present but not consistent.⑥ White space is used effectively, but words are often jammed at the end of lines.⑥ Most letters are formed correctly and legibly.⑥ A few stray marks and smudges mar an otherwise pleasing appearance.⑥ The overall presentation is organized with only minor distractions.⑥ Uses illustrations that enhance meaning.	<ul style="list-style-type: none">⑥ The margins frame the text for easy reading.⑥ Pictures and text looked planned and work where they are placed.⑥ The handwriting is legible and consistent in form.⑥ There are not stray marks, cross outs, or tears on the paper.⑥ The overall appearance is neat and pleasing to the eye.⑥ There is a balance between the text and illustrations. The reader draws equal meaning from both.
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