

GRADE K PROMPT RUBRIC

Domains and Features	4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others)	1 Little or no control
Composing Focus Organization Development Structure: Narrative	<ul style="list-style-type: none"> • Clear subject/topic • Together writing and picture(s) carry the meaning • Is easily able to begin drawing in response to the prompt • Experience represented in picture • Is able to easily begin to write about the picture • Writes at least two sentences • Demonstrates beginning sense of sequence • Includes multiple details 	<ul style="list-style-type: none"> • Clear subject/topic • Together writing and picture(s) carry the meaning • Draws to the prompt • Writes about the experience represented in the picture • Writes at least one sentence • Includes details connected to the picture /topic 	<ul style="list-style-type: none"> • Writing is more a label of the picture than an explanation of the experience • Needs additional prompting or help to begin drawing • May need some help to get started writing about the picture 	<ul style="list-style-type: none"> • Writing labels the picture • Needs repeated support to begin and continue drawing • Needs coaching to think about words to go along with the picture • Words may not connect to picture
Written Expression Vocabulary Descriptive Language Sentence Rhythm Voice	<ul style="list-style-type: none"> • Writes complete sentence(s) independently • Experiments with longer sentences • Uses some interesting describing words for color, shape, size, texture 	<ul style="list-style-type: none"> • Writes a simple sentence independently • Strong grade-level vocabulary • Primarily simple sentences • Includes describing words 	<ul style="list-style-type: none"> • Does not write a sentence or does so with considerable teacher assistance • Simple vocabulary • Limited or may not include describing words 	<ul style="list-style-type: none"> • Does not write a sentence; may be group of words or phrase • Limited and concrete vocabulary
Usage/Mechanics Sentence Formation Grammar Usage Spelling/Punctuation/ Capitalization	<ul style="list-style-type: none"> • Demonstrates concept of print: left to right, top to bottom, may demonstrate return sweep • Legible letter formation; spacing between words • Phonetically spelled words: represented by beginning and ending sounds and some middle vowel sounds • Uses classroom spelling resources like charts, word wall, books to spell available words conventionally • Some high frequency words spelled correctly • Demonstrates awareness of punctuates and capitalization • Teacher can easily read message independently 	<ul style="list-style-type: none"> • Reasonable control of concept of print. • May sometimes run words together without spacing • Uses phonetic spelling • Uses classroom spelling resources like charts, word wall, books to spell some words conventionally • Does not control capitalization, though capitalizes first word in a sentence and pronoun "I" • Attempts end punctuation • Teacher can read message independently 	<ul style="list-style-type: none"> • Under-developed concept of print: primarily left to right and top to bottom, but may write around edge of paper or off paper. • Does not control return sweep • Uneven control of handwriting and white space • Dominate use of capital letters • Has letters strings and beginning sounds • Some words decipherable • May need adult to record message under student writing for a reader 	<ul style="list-style-type: none"> • Letter formation is not yet conventional; prints few upper and lower case letters correctly • Writes letters with little to no sound/spelling correspondence • Little to no proficiency of spacing between words and word placement on the lines • Capitalization does not follow conventions • Adult must record message under student writing for a reader