**Eastern Elementary/Middle school**

**Kindergarten Writing Rubric**

Student Name:

|  |
| --- |
| **Description of Domain Ratings and Performance Levels:** |
| 4 | **Consistent** control of the domain’s features |
| 3 | **Reasonable** control of most of the domain’s features |
| 2 | **Inconsistent** control of the domain’s features |
| 1 | **Little or no** control of the domain’s features |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Composition/Written Expression** | **Pre** | **Mid** | **Post** |
| Writes to communicate ideas. |  |  |  |
| Draws pictures and/or uses letters and phonetically spelled words to write about experiences. |  |  |  |
| Uses letters and beginning consonant sounds to phonetically spell words to describe pictures or write about experiences. |  |  |  |
| **Composition/Written Expression Average Score** |  |  |  |
| **Domain: Usage/Mechanics** | **Pre** | **Mid** | **Post** |
| Writes first name on lined paper. |  |  |  |
| Writes first and last name on lined paper. |  |  |  |
| Writes left to right. |  |  |  |
| Writes top to bottom. |  |  |  |
| **Usage/Mechanics Average Score** |  |  |  |
| **Bonus Items (Attempted throughout the year)** | **Pre** | **Mid** | **Post** |
| Beginning and ending sounds of words are used for spelling. |  |  |  |
| Starts sentences with capital letters. |  |  |  |
| Ends sentences with punctuation. |  |  |  |
| Uses correct spacing between words. |  |  |  |
| **Teacher Comments:** |
| Pre: |
| Mid: |
| Post: |

**Eastern Elementary/Middle school**

**1st Grade Writing Rubric**

**Student Name:**

|  |
| --- |
| **Description of Domain Ratings and Performance Levels:** |
| 4 | **Consistent** control of the domain’s features |
| 3 | **Reasonable** control of most of the domain’s features |
| 2 | **Inconsistent** control of the domain’s features |
| 1 | **Little or no** control of the domain’s features |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Composition/Written Expression** | **Pre** | **Mid** | **Post** |
| Student is able to generate ideas about what to write. |  |  |  |
| The writing is organized into a clear beginning, middle, and end. |  |  |  |
| Writing focuses on one topic and details are added to elaborate on that topic. |  |  |  |
| Student is able to revise by adding descriptive words when writing about people, places, things, and events. |  |  |  |
| **Composition/Written Expression Average Score** |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Usage/Mechanics** | **Pre** | **Mid** | **Post** |
| Student uses complete sentences with capital letters and punctuation. |  |  |  |
| The word “I” is capitalized. |  |  |  |
| Student correctly spells commonly used sight words and phonetically regular words. |  |  |  |
| Student uses correct spacing between words in sentences. |  |  |  |
| Student forms letters accurately. |  |  |  |
| Student edits for correct punctuation, grammar, and spelling. |  |  |  |
| **Usage/Mechanics Average Score** |  |  |  |

|  |
| --- |
| **Teacher Comments:** |
| Pre: |
| Mid: |
| Post: |

**Eastern Elementary/Middle school**

**2nd Grade Writing Rubric**

**Student Name**:

|  |
| --- |
| **Description of Domain Ratings and Performance Levels:** |
| 4 | **Consistent** control of the domain’s features |
| 3 | **Reasonable** control of most of the domain’s features |
| 2 | **Inconsistent** control of the domain’s features |
| 1 | **Little or no** control of the domain’s features |

|  |  |  |  |
| --- | --- | --- | --- |
| **Domain: Composition/Written Expression** | **Pre** | **Mid** | **Post** |
| Student is able to generate ideas before writing. |  |  |  |
| Writing is organized with a clear beginning, middle, and end. |  |  |  |
| Writing focuses on one topic and details are added to elaborate on that topic. |  |  |  |
| Student expands writing to include descriptive details. |  |  |  |
| Student uses varied sentence structure (declarative, interrogative, exclamatory) |  |  |  |
| **Composition/Written Expression Average Score** |  |  |  |
| **Domain: Usage/Mechanics** | **Pre** | **Mid** | **Post** |
| Student uses complete sentences with capital letters and punctuation. |  |  |  |
| Student capitalizes all proper nouns and the word “I”. |  |  |  |
| Student uses singular and plural nouns and pronouns correctly. |  |  |  |
| Student correctly uses apostrophes in contractions and possessives. |  |  |  |
| Student uses correct spelling for commonly used sight words, including compound words and regular plurals. |  |  |  |
| Student uses verbs and adjectives correctly in sentences. |  |  |  |
| **Usage/Mechanics Average Score** |  |  |  |
| **Teacher Comments:** |
| Pre: |
| Mid: |
| Post: |

Eastern elementary/middle school

**3rd-7th Grade Writing Rubric**

**Student Name:** **Grade Level:**

|  |
| --- |
| **Description of Domain Ratings and Performance Levels:** |
| 4 | **Consistent** control of the domain’s features |
| 3 | **Reasonable** control of most of the domain’s features |
| 2 | **Inconsistent** control of the domain’s features |
| 1 | **Little or no** control of the domain’s features |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Pre** | **Areas of Need** | **Mid** | **Areas of Need** | **Post** | **Areas of Need** |
| **Composing** |  |  |  |  |  |  |
| **Written Expression** |  |  |  |  |  |  |
| **Usage/****Mechanics** |  |  |  |  |  |  |

**eastern elementary/middle School**

**3rd-7th Grade Writing Rubric Scoring Guide**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **4** | **3** | **2** | **1** |
| **Composing** | * Full elaboration of central idea
* Provides examples, anecdotes, illustrations, and details
* Organization is intact.
* Topic is clear.
* Consistent point of view.
* No digressions.
* Has an introduction and conclusion.
 | * Purposeful elaboration with some thinness.
* Overall plan and organization is apparent.
* Topic is clear with some digressions.
* Shifts point of view.
* Has simple introduction and conclusion.
 | * Little elaboration or organization.
* Major digressions occur with no central idea.
* Ideas compete and no one idea is central.
* Skeletal plot if there is a central idea.
 | * No purposeful elaboration.
* Writing jumps from point to point.
* No unifying, central idea.
* No organizational plan.
 |
| **Written Expression** | * Precise information and vocabulary helps reader visualize images.
* Specific word choice and information enhances writer’s voice.
* Sentences are varied in length.
* Varied sentence beginnings.
* Rhythmic flow when read.
 | * Some specific word choice and information result in a clear message.
* May include some unnecessary, but related, information.
* Presence of general statements and vague words.
* Sentences are varied in length and structure.
* Rhythm may be slow due to awkward sentence construction.
 | * General information.
* Imprecise, bland language.
* Lack of sentence variety.
* Monotonous reading and awkward sentence construction may cause meaning to be unclear.
* Some brief, rhythmic clusters of sentences, but flow is not present.
 | * Word choice and information are general, vague, and/or repetitive.
* Monotonous due to lack of sentence variety.
* Extremely awkward sentence construction.
* Lacks control of vocabulary and information.
 |
| **Usage/Mechanics** | * Thorough understanding.
* Uses capitalization, punctuation, sentence formation, and spelling correctly.
* Few errors.
* Mistakes do not distract from overall meaning.
 | * Basic understanding.
* Applies capitalization, punctuation, sentence formation, and spelling correctly.
 | * Some understanding of rules is evident alongside frequent errors.
* Inconsistently applies rules of capitalization, punctuation, sentence formation, and spelling.
* Density of errors outweighs control of rules.
 | * Frequent and severe errors distract and make writing hard to understand.
* Density and variety of errors overwhelm the writing.
 |