**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** |  |  |  |

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| --- |
| **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: | | | |

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**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** |  |  |  |  |  |  |

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**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. |