

Kindergarten Text-Based Writing Rubric

Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence /2	Conventions /4 <small>Do not give credit if a pattern of errors exists.</small>
<p>Student writes 3 complete sentences.</p> <p>③ points= 3 sentences ② points= 2 sentences ① point= 1 sentence</p> <hr/> <p>① Student writes on topic.</p>	<p>① Student uses text evidence.</p> <hr/> <p>① Student creates an illustration that matches the writing.</p>	<p>① Student uses both standard and inventive spelling. Inventive spelling can be easily read by others.</p> <hr/> <p>① Student capitalizes the beginning word in sentences and the word "I".</p> <hr/> <p>① Student uses ending punctuation.</p> <hr/> <p>① Student writes legibly and uses appropriate spacing between words.</p>

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First Grade Text-Based Writing Rubric

Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence /2	Conventions /4 <small>Do not give credit if a pattern of errors exists.</small>
<input type="checkbox"/> Student writes an introduction (opening) sentence that addresses the prompt.	<input type="checkbox"/> Student uses deliberately inserted text evidence.	<input type="checkbox"/> Student uses both standard and inventive spelling. Inventive spelling can be easily read by others.
<input type="checkbox"/> Student writes a minimum of 3 complete body sentences focused on the prompt in a logical progression.		<input type="checkbox"/> Student capitalizes the beginning word in sentences, the word "I", dates, and proper names.
<input type="checkbox"/> Student uses transitions (linking) words/phrases to move the reader from one idea to another.	<input type="checkbox"/> Student uses extended and/or combined sentences.	<input type="checkbox"/> Student uses end punctuation, commas in a series, and commas in dates correctly.
<input type="checkbox"/> Student writes a concluding (closing) sentence that differs from the opening.		<input type="checkbox"/> Student writes legibly and uses appropriate spacing between words.

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Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence /2	Conventions /4 <small>Do not give credit if a pattern of errors exists.</small>
<input type="checkbox"/> Student writes an introduction (opening) sentence that addresses the prompt.	<input type="checkbox"/> Student uses deliberately inserted text evidence.	<input type="checkbox"/> Student uses both standard and inventive spelling. Inventive spelling can be easily read by others.
<input type="checkbox"/> Student writes a minimum of 3 complete body sentences focused on the prompt in a logical progression.		<input type="checkbox"/> Student capitalizes the beginning word in sentences, the word "I", dates, and proper names.
<input type="checkbox"/> Student uses transitions (linking) words/phrases to move the reader from one idea to another.	<input type="checkbox"/> Student uses extended and/or combined sentences.	<input type="checkbox"/> Student uses end punctuation, commas in a series, and commas in dates correctly.
<input type="checkbox"/> Student writes a concluding (closing) sentence that differs from the opening.		<input type="checkbox"/> Student writes legibly and uses appropriate spacing between words.

Second Grade Text-Based Writing Rubric

Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence and Elaboration /4	Conventions /2 <small>Do not give credit if a pattern of errors exists.</small>
<p>1 Student writes an introduction (opening) sentence that addresses the prompt.</p>	<p>1 Student uses deliberately inserted text evidence. (Ex. The text says... The author states...)</p>	<p>1 Student uses both standard and inventive spelling. Inventive spelling can be easily read by others.</p>
<p>1 Student writes a minimum of 6 complete body sentences focused on the prompt in a logical progression.</p>	<p>1 Student writes elaborative sentences to support evidence cited.</p>	
<p>1 Student uses varied transition (linking) words/phrases to move the reader from one idea to another.</p>	<p>1 Student uses vocabulary from the passages and prompt throughout their writing.</p>	<p>1 Student uses common capitalization, commas in a series, commas in dates, and end punctuation.</p>
<p>1 Student writes a concluding (closing) sentence that differs from the opening.</p>	<p>1 Student uses varied sentence structure.</p>	

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Purpose, Focus, and Organization /4	Evidence and Elaboration /4	Conventions /2 <small>Do not give credit if a pattern of errors exists.</small>
<p>1 Student writes an introduction (opening) sentence that addresses the prompt.</p>	<p>1 Student uses deliberately inserted text evidence. (Ex. The text says... The author states...)</p>	<p>1 Student uses both standard and inventive spelling. Inventive spelling can be easily read by others.</p>
<p>1 Student writes a minimum of 6 complete body sentences focused on the prompt in a logical progression.</p>	<p>1 Student writes elaborative sentences to support evidence cited.</p>	
<p>1 Student uses varied transition (linking) words/phrases to move the reader from one idea to another.</p>	<p>1 Student uses vocabulary from the passages and prompt throughout their writing.</p>	<p>1 Student uses common capitalization, commas in a series, commas in dates, and end punctuation.</p>
<p>1 Student writes a concluding (closing) sentence that differs from the opening.</p>	<p>1 Student uses varied sentence structure.</p>	

Third Grade Text-Based Writing Rubric

Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence and Elaboration /4	Conventions /2 <small>Do not give credit if a pattern of errors exists.</small>
<p>1 Student writes an introduction (opening) that addresses the prompt and draws the reader in, as well as a conclusion (closing) that connects to the controlling idea.</p>	<p>1 Student uses deliberately inserted text evidence with references to sources.</p>	<p>1 Student adequately uses punctuation, capitalization, and spelling.</p>
<p>2 Student organizes writing into multiple paragraphs that are logically sequenced and focused on the prompt.</p>	<p>1 Student writes elaborative sentences to support evidence from sources.</p>	
<p>1 Student uses varied transition (linking) words/phrases to move the reader from one idea to another.</p>	<p>1 Student appropriately uses vocabulary from the passages and prompt throughout their writing.</p>	<p>1 Student adequately uses standard English grammar (ie: subject/verb agreement, nouns, pronouns, etc.).</p>
	<p>1 Student uses varied sentence structure.</p>	

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Name:		Score: /10
Purpose, Focus, and Organization /4	Evidence and Elaboration /4	Conventions /2 <small>Do not give credit if a pattern of errors exists.</small>
<p>1 Student writes an introduction (opening) that addresses the prompt and draws the reader in, as well as a conclusion (closing) that connects to the controlling idea.</p>	<p>1 Student uses deliberately inserted text evidence with references to sources.</p>	<p>1 Student adequately uses punctuation, capitalization, and spelling.</p>
<p>2 Student organizes writing into multiple paragraphs that are logically sequenced and focused on the prompt.</p>	<p>1 Student writes elaborative sentences to support evidence from sources.</p>	
<p>1 Student uses varied transition (linking) words/phrases to move the reader from one idea to another.</p>	<p>1 Student appropriately uses vocabulary from the passages and prompt throughout their writing.</p>	<p>1 Student adequately uses standard English grammar (ie: subject/verb agreement, nouns, pronouns, etc.).</p>
	<p>1 Student uses varied sentence structure.</p>	