

NARRATIVE WRITING RUBRIC California Common Core Standards Based - KINDERGARTEN



Level	NARRATIVE WRITING	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	 □ Meets all expectations in level 3 □ Uses some descriptive words □ Writes multiple complete sentences □ Provides a sense of closure to story/event 	Mostly correct use of language conventions, and some above grade level skills used, for example: ☐ Meets all expectations in level 3 ☐ Writes proper names with capital letters ☐ Consistently spells grade level appropriate words correctly ☐ Spells most kinder sight words correctly	Guidance & Support
3 Meets	NARRATIVE WRITING (W3) □ Draws, dictates, and/or writes to narrate a single event or several loosely linked events (W3) □ Tells about the events in the order in which they occurred (W3) □ Provides a reaction to what happened (W3)	Adequate use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: Writes left to right and return sweeps (L1a) Uses spaces between words most of the time (L1c) Prints many upper- and lowercase letters (L1a) Capitalizes the first word in a sentence and the pronoun / (L2a) Recognizes and names end punctuation (L2b)	Level of guidance and support from adults before writing: Check off what was done before the student wrote the piece being scored.
	WRITING PROCESS (W5-W8) □ WGASFA* Adds details to strengthen writing (W5) □ WGASFA* Explores digital tools to write (W6) □ Participates in shared research projects (W7) □ WGASFA* Recalls information from experiences or gathers information from provided sources (W8)	 □ Writes a letter or letters for most consonant and short-vowel sounds (L2c) □ Spells simple words phonetically (L2d) □ Spells some kinder sight words correctly 	□ Discussion □ Read aloud or shared reading □ Drawing □ Vocabulary word bank
2 Almost Meets	 □ Draws about event □ Starts narrative but provides little information □ Includes a simple sentence (s) about event □ May rely on copying from a patterned sentence—writing sounds like a "list" 	Limited use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: ☐ Begins to write from left to right and return sweeps ☐ Begins to space words correctly ☐ Writes uppercase letters are random or within words ☐ Uses only uppercase letters in writing ☐ Uses no or few end punctuation marks ☐ Spells some words phonetically	□ Shared or interactive writing □ Graphic organizer □ Language frames
1 Does Not Meet	 □ Makes few or no attempts to write about event □ May label drawing or list objects or ideas □ Dictates ideas for narrative, but unable to write without copying 	Infrequent use of correct sentence formation, punctuation, capitalization, grammar usage and spelling for grade level, for example: Uses random letters to represent print Makes no attempts at correct spelling Writes no complete sentences Writes in all directions or may just label drawing	

WGASFA: "with guidance and support from adults"

This rubric was adapted from rubrics at sbusd.org and information from Smarter Balanced Assessments (www.smarterbalanced.org) using the California Common Core Standards at www.cde.ca.gov.