

## OPINION WRITING RUBRIC California Common Core Standards Based - KINDERGARTEN



Level	OPINION WRITING/PROCESS	LANGUAGE CONVENTIONS	WITH GUIDANCE and SUPPORT FROM ADULTS
4 Exceeds	<ul> <li>☐ Meets all expectations in level 3</li> <li>☐ Includes a reason for opinion</li> <li>☐ Uses some descriptive words</li> <li>☐ Writes multiple complete sentences</li> </ul>	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	Guidance & Support
<b>3</b> Meets	OPINION WRITING (W1)  □ Draws, dictates, and/or writes an opinion about a topic or book (W1)  □ Names the book or topic (W1)	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)	Level of guidance and support from adults before writing:  Check off what was done before the student wrote the
	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)	□ Capitalizes the first word in a sentence and the pronoun / (L2a) □ Recognizes and names end punctuation (L2b) □ Writes a letter or letters for most consonant and short-vowel sounds (L2c) □ Spells simple words phonetically (L2d)	piece being scored.  □ Discussion □ Read aloud or shared reading □ Drawing
2 Almost Meets	<ul> <li>□ Draws about topic</li> <li>□ Names topic or book but gives no opinion</li> <li>□ Includes simple sentences about topic</li> <li>□ May rely on copying from a patterned sentence</li> </ul>	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	□ Vocabulary word bank □ Shared or interactive writing □ Graphic organizer □ Language frames
1 Does Not Meet	<ul> <li>□ Makes few or no attempts to write</li> <li>□ Provides no details</li> <li>□ Uses no or incorrect spacing between words</li> </ul>	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.