





RCK12 K-2 Writing Rubric

	Beginning Learner 1	Developing Learner 2	Proficient Learner 3	Distinguished Learner 4
 ideas	<ul style="list-style-type: none"> • Ideas are unclear; the writer’s print sense is just beginning • Supporting details are not present • Pictures are not clear • Focus is not present • There is no development of the idea 	<ul style="list-style-type: none"> • A big idea is stated or conveyed in a general way through text, labels, symbols, and pictures • Supporting details are minimal • Pictures, graphs, and charts (if present) offer supporting details • The writing is unclear or extremely limited • The development of the idea is simplistic 	<ul style="list-style-type: none"> • The big idea is clear, but general; the writing involves a simple story or explanation • Supporting details are present • Pictures, graphs, and charts (if present) clarify the text • The writing is generally focused and stays on topic • The development of the idea is complete 	<ul style="list-style-type: none"> • The big idea is clear and original; the topic is narrowed • Supporting details are relevant, accurate, and specific • Pictures, graphs, and charts (if present) enhance the text • The writing is focused and stays on topic • The development of the idea is generous and complete
 organization	<ul style="list-style-type: none"> • There is no sense of structure • Picture elements are random, scattered, or unbalanced • There are no transitions • There is no sense of sequencing • There is no beginning • There is no sense of formatting 	<ul style="list-style-type: none"> • A sense of structure is beginning to emerge • Pictures show attempts to order and balance elements • Some transitions are missing • Sequencing is confusing • A bare beginning and middle are present; there is no clear ending • Formatting signs are emerging (left-right orientation, picture and text placement, spacing) 	<ul style="list-style-type: none"> • The structure is easy to follow • Pictures (if present) clarify the text • Transitions work in a predictable fashion • Sequencing shows planning • A beginning, middle, and predictable ending are present (“the end”) • The format is generally accurate in the placement of elements 	<ul style="list-style-type: none"> • The structure showcases the main idea • Pictures (if present) enhance the text • Transitions are smooth and varied • Sequencing shows planning for impact • An inviting lead and a developed ending are present • The format assists the reader’s orientation
 word choice	<ul style="list-style-type: none"> • No words are present (imitative writing) • There is no word choice present • There is no vocabulary present • The writer makes inconsistent letter shapes, includes imitative writing, or does not write at all 	<ul style="list-style-type: none"> • Word groups and phrases convey the topic with some help from pictures • The writer’s word choice makes sense • Vocabulary is limited to environmental print and/or “known” or “safe” words • There is frequent repetition of “safe” words and phrases 	<ul style="list-style-type: none"> • The words stand on their own to convey a simple message • Word choice contains moments of sparkle; everyday words are used well • Vocabulary is mostly routine, with a few more challenging words • Some repetition is present 	<ul style="list-style-type: none"> • The text comprises words that convey a complete message • Word choice includes striking and memorable phrases • Vocabulary reflects precision and accuracy • Repetition is rarely present or is used intentionally to achieve a specific effect
 conventions	<ul style="list-style-type: none"> • The writer’s print sense is still emerging • The writer does not use punctuation • The writer’s sense of spelling is prephonetic or is not present • The writer does not use grammatical constructions • The writer does not use paragraphs 	<ul style="list-style-type: none"> • The writer’s use of capitalization for sentence beginnings, names, and titles is inconsistent • The writer occasionally uses periods and other end punctuation • The writer typically uses phonetic spelling that is decodable and occasionally spells some words correctly • The writer uses some grammatical constructions, but there are many missing parts • The writer does not use paragraphs 	<ul style="list-style-type: none"> • The writer’s use of capitals for sentence beginnings, proper names, and titles is usually correct • The writer’s use of end punctuation is usually correct and there is some use of punctuation for effect • The writer uses grade-level words accurately most of the time • The writer uses correct grammar most of the time • The writer indents the first line of the piece of writing 	<ul style="list-style-type: none"> • The writer uses correct capitalization for sentence beginnings, proper names, and titles • The writer uses correct end punctuation, commas in a series, and other punctuation for stylistic effect • The writer uses grade-level words; difficult words are spelled logically, if not correctly • The writer uses correct grammar • The writer uses consistent indentation of paragraphs