



ERUSD – Narrative Rubric, Grade **K**

| | 4 (Above Grade Level) | 3 (At Grade Level) | 2 (Approaching Grade Level) | 1 (Below Grade Level) |
|---|--|---|--|---|
| Focus/ Setting CCSS*: ➤ W – 3 | <ul style="list-style-type: none"> Establishes a well-elaborated piece of writing to narrate a single event or several linked events | <ul style="list-style-type: none"> Uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events | <ul style="list-style-type: none"> Attempts to use a combination of drawing, dictating, and writing to narrate a single event. Missing information provides confusion. | <ul style="list-style-type: none"> Uses drawing and dictating to narrate a single event. |
| Organization /Plot CCSS: ➤ W – 3 | <ul style="list-style-type: none"> Uses temporal words to signal event order | <ul style="list-style-type: none"> Tells about events in the order in which the occurred | <ul style="list-style-type: none"> Events are present but may not be in the order of which they occurred | <ul style="list-style-type: none"> No events are present |
| Narrative Techniques CCSS: ➤ W - 3 | <ul style="list-style-type: none"> Includes details to describe a reaction to what happened | <ul style="list-style-type: none"> Provides a reaction to what happened | <ul style="list-style-type: none"> Provides an inappropriate or confusing reaction to what happened | <ul style="list-style-type: none"> Provides no reaction to what happened |
| Language- Conventions of Grammar and Usage CCSS: ➤ L – 1a | <ul style="list-style-type: none"> Prints all upper and lower case letters correctly Demonstrates mastery of proper spacing between all words and word placement on the lines | <ul style="list-style-type: none"> Prints many upper and lower case letters correctly Demonstrates proficiency of proper spacing between most words and word placement on the lines | <ul style="list-style-type: none"> Prints some upper and lower case letters correctly Demonstrates some proficiency of proper spacing between words and word placement on the lines | <ul style="list-style-type: none"> Prints few upper and lower case letters correctly Demonstrates little to no proficiency of proper spacing between words and word placement on the lines |
| Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➤ L – 2, a-d | <ul style="list-style-type: none"> Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” and proper nouns Uses end punctuation correctly Uses conventional spelling for words with common spelling patterns Spells irregular and/or high-frequency words correctly | <ul style="list-style-type: none"> Capitalizes correctly and consistently with a minor error: first word in a sentence and the pronoun “I” Uses end punctuation Writes letters for most consonant and short-vowel sounds Spells simple words phonetically | <ul style="list-style-type: none"> Capitalizes correctly and consistently with some errors: first word in a sentence and the pronoun “I” Uses end punctuation incorrectly Inconsistently writes letters for consonant and short-vowel sounds Spells some simple words phonetically | <ul style="list-style-type: none"> Capitalizes incorrectly with many errors Does not use end punctuation Writes letters with little to no sound/spelling correspondence of consonants and short vowels Spells few to no simple words phonetically |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)



CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (K) as well as the subsequent grade. Since the rubric score of “4” represents “above grade level” work, the 1st grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing R-L= Reading – Literature L=Language

| Strand (Domain) | Kindergarten | 1st |
|--|---|---|
| Writing | <p>3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p> | <p>3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p> |
| Language- Conventions of Grammar and Usage | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> | <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> |
| Language – Conventions of Capitalization, Punctuation, and Spelling | <p>(Note – these standards correspond in order to how they are arranged in the last box of the table.)</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships | <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a. Capitalize dates and names of people. b. Use end punctuation for sentences. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |