

Ideas

Organization

Voice

Word Choice

**Sentence
Fluency**

Conventions

Presentation

Traits of Writing

KINDERGARTEN SCORING GUIDE

Use this scoring guide with students who are new to writing or English writing. They may be learning their letters or the basics of spacing and word formation. Be sure to include any pictures that accompany the text as part of the assessment.

Ideas

The piece's content: Its central message and details that support that message.

Established

3

3. The writing makes sense and is understandable without help from the writer.
 - The text makes sense even without pictures.
 - The writing has a focused, specific idea.
 - There is simple elaboration through one or more details.

Expanding

2

2. The writing makes sense in a general way with some explanation needed for the reader to understand the writer's message.
 - Pictures and words combine to create the idea.
 - The idea of the piece is fairly general, though understandable.
 - There is an attempt at detail and elaboration in the pictures and/or text; for instance, there may be labels to clarify pictures.

Emergent

1

1. The writing does not make sense without an explanation by the writer.
 - The pictures and words/letters are not understandable on their own.
 - The piece may be a random collection of pictures and/or letters.
 - The writing and/or pictures are not developed; the piece may be too short.

Organization

Organization: The internal structure of the piece, the thread of logic, the pattern of meaning.

Established

3

3. The writing has structure that easily leads the reader through the piece.
 - The writing has a strong beginning that is original.
 - The piece has a middle that has a logical order.
 - There is an ending that is not predictable.

Expanding

2

2. The writing shows awareness of order, though it is not more than a basic understanding.
 - There is a beginning though it may be predictable.
 - The middle of the writing is too short to show structure or some of the information may not flow in a logical order.
 - The ending, if present, is obvious and expected.

Emergent

1

1. The writing does not show any sense of organization.
 - There is no sense of where the writing starts.
 - The middle of the piece is indistinguishable.
 - There is no ending.

Voice

Voice: The tone and tenor of the piece, the personal stamp of the writer, which is achieved through a strong understanding of purpose and audience.

Established

3

3. The writing has energy and is engaging.
 - The pictures and/or words show original, interesting thinking.
 - The pictures and/or words connect with the reader.
 - The pictures and/or words have a distinctive tone.

Expanding

2

2. The writing attempts to communicate something personal or of interest but doesn't offer a fresh perspective.
 - There is a moment in pictures and/or words and sentences when the writing is more than expected.
 - The pictures and/or words and sentences make a predictable connection with the reader.
 - The tone of the pictures and/or words and sentences is pleasant but expected.

Emergent

1

1. The writing is impersonal and feels flat.
 - There are no writing risks in pictures or words that work.
 - The reader is not engaged with the pictures or writing.
 - The writing does not have a discernible tone because it is not developed or there are not enough pictures or writing on the paper.

Word Choice

Word Choice: The specific vocabulary the writer uses to convey meaning and enlighten the reader.

Established

3

3. The writing contains specific, accurate words and phrases.
 - Attempts to use precise language are evident.
 - The writing has phrasing that works well to create imagery.
 - There are multiple examples of stretches in vocabulary past the obvious choices.

Expanding

2

2. The writing has words and phrases but they are ordinary and unremarkable.
 - The words and phrases are predictable and commonplace.
 - There is at least one place where the reader sees what the writing is trying to convey even though the words and attempts at words are not precise.
 - The words used are common; there may be a deliberate attempt at a specific word.

Emergent

1

1. The writing shows little understanding of how to use words and phrases to convey meaning.
 - Attempts at words are unclear or words are misused.
 - There are not enough attempts at words and/or pictures to convey meaning.
 - Letters and letter strings don't form words.

Sentence Fluency

The way the words and phrases flow through the piece. It is the auditory trait because it's "read" with the ear as much as the eye.

Established

3

3. The writing has sentences that read aloud with smooth phrasing.

- The sentences are formed correctly and show variety in structure
- When read aloud, the reader does not stumble.
- The sentences begin in different ways.

Expanding

2

2. The writing demonstrates simple, basic sentence understanding.

- The writing has sentences that are mostly grammatically correct.
- There are places where the sentences read smoothly and other places where they do not.
- The sentences begin in the same way or use the same structure throughout.

Emergent

1

1. The writing does not have sentences.

- The words, if present, do not form grammatical correct sentences.
- There is great difficulty "reading" the pictures and or letters aloud.
- Random letters and letter combinations do not show sentence sense.

Conventions

The mechanical correctness of the piece: Correct use of conventions (spelling, capitalization, punctuation, paragraphing, and grammar and usage) guides the reader through the text easily.

Established

3

3. The writing is easy to read for all the conventions.
 - Spelling is correct on high frequency words and understandable on others.
 - Punctuation, capitalization, and grammar are mostly correct.
 - Just minor editing would get this piece ready for a public audience.

Expanding

2

2. The writing shows understanding of some conventions, but not others.
 - Correct spelling is present only on the simplest words.
 - Punctuation, capitalization, and grammar are randomly applied correctly.
 - Moderate editing for conventions would be required to prepare the piece for a public audience.

Emergent

1

1. The writing shows no control in conventions.
 - Spelling is problematic, even on simple attempts at words.
 - Punctuation, capitalization, and grammar are not under control.
 - Serious editing would need to take place for a public audience to read and understand this piece.

Presentation

The physical appearance of the piece: A visually appealing text provides a welcome mat. It welcomes the reader in.

Established

3

3. The writing is neat and easy on the eye; letters are formed carefully and consistently.
 - The piece has a pleasing appearance and shows care that welcomes the reader.
 - Letters are formed correctly and consistently.
 - Effective use of spacing and white space; the letters/words sit on the line correctly.

Expanding

2

2. The writing is readable, but not a clean, finished copy that shows care.
 - The piece is readable, but has some issues with cross outs, smudges, or the general appearance does not feel finished.
 - Letters are not consistently formed, though readable; the pictures are recognizable, but not carefully done or detailed.
 - Control over spacing between words and how the letters sit on the lines is inconsistent.

Emergent

1

1. The writing is challenging to read, almost illegible. It's messy.
 - The writing and drawing are hastily done making the piece difficult to read.
 - The letters are hastily formed and illegible in many places.
 - There is no control over spacing or where letters should be placed on the lines.