

Carmel Unified School District Writing Rubric
Based on California Language Arts Standards for Kindergarten

**Rubric for Writing
Kindergarten**

Below Standards 1	Meets Standards 2	Exceeds Standards 3
<ul style="list-style-type: none">• Uses scribble (squiggle) writing• Strings letters together• Writes only initial consonants• Makes no attempt to write• Does not relate writing to picture prompt• Copies isolated words• Not a complete thought	<ul style="list-style-type: none">• Writes a minimum of one sentence• Uses legible penmanship• Uses left-right/top-bottom progressions• Uses proper spacing between words• Is understood by the reader• Uses sound-symbol relationships (phonetic spelling)• Spells 3 letter short vowel words and applies basic phonics knowledge• Writes a complete thought• May contain some errors in capitalization/punctuation.	<ul style="list-style-type: none">• Writes two or more non-repetitive sentences• Uses correct punctuation• Uses appropriate capitalization• Uses easy to read penmanship• Varies sentence structure• Uses descriptive words or phrases• Uses phonetic spelling and standard spelling for simple words

- A score of “2” meets State and District Kindergarten standards
- When assessing students, evaluate where each child’s overall writing falls within the rubric.
(*Fits MOST of each description within a level*)

Carmel Unified School District Writing Program
Based on California Language Arts Standards for First Grade

Rubric for Writing First Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> • Poor response to prompt • No evidence of focus • Little evidence of organization and sequencing of ideas • No use, or inappropriate use of descriptive words • Writes words or phrases rather than sentences 	<ul style="list-style-type: none"> • Some response to prompt • Focus may not be clear • Some evidence of organization and sequencing • Sequence may not be logical • Uses few descriptive words • May write an assertion and/or a conclusion and fewer than 3 detailed sentences • Writes simple sentences • Little sentence variation • Uses frame type sentences • Run-on or fragmented sentences 	<ul style="list-style-type: none"> • Clear, coherent response to prompt • Maintains a consistent focus • Demonstrates ability to organize ideas in a logical sequence • Uses some descriptive words • Writes an assertion, a conclusion and at least 3 clear coherent sentences • Some descriptive words are used 	<ul style="list-style-type: none"> • Clear, well organized response to prompt • Maintains a consistent focus • Demonstrates ability to organize ideas in a logical sequence that includes a clear beginning, middle, and end • Consistently uses descriptive vocabulary • Writes an assertion, a conclusion and at least three clear, coherent sentences using sentence, expansion, creativity and imagination
CONVENTIONS	<ul style="list-style-type: none"> • Contains many errors in capitalization, punctuation, grammar and spelling (errors interfere with reader's understanding) • Handwriting may not be legible • Letters and words may not be spaced or sized appropriately • Poor line control 	<ul style="list-style-type: none"> • Contains many errors in capitalization, punctuation, grammar and spelling (may spell phonetic and grade-level sight words incorrectly) • Handwriting is mostly legible • Some letters and words may not be spaced or sized appropriately • Line control may be poor 	<ul style="list-style-type: none"> • Shows correct use of capitalization (beginning of sentences and proper nouns) • Shows correct use of punctuation (.,?;!) • Shows correct use of grammar (use of singular and plural nouns, contractions, and possessives) • Shows correct use of spelling (spells most phonetic and grade-level sight words correctly) • Some errors • Handwriting is mostly clear and legible with appropriate spacing and sizing of letters and words • Demonstrates line control most of the time 	<ul style="list-style-type: none"> • Consistently shows correct use of capitalization (beginning of sentences and proper nouns) • Consistently shows correct use of punctuation (.,?;!) • Consistently shows correct use of grammar (use of singular and plural nouns, contractions, and possessives) • Consistently shows correct use of spelling (phonetic and high-frequency words) • Almost completely free of errors • Handwriting is consistently clear and legible with appropriate spacing and sizing of letters and words • Consistently demonstrates line control

Carmel Unified School District Writing Rubric
Based on California Language Arts Standards for Second Grade

Rubric for Writing Second Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> Lacks a clear assertion, conclusion and details. Omits characters/ objects and setting and events. Wanders off topic and does not return. 	<ul style="list-style-type: none"> Lacks a clear assertion, conclusion or details. May lack setting and/or characters/ objects and/or events. Wanders back and forth from topic. 	<ul style="list-style-type: none"> Has a clear assertion, conclusion and details. Describes setting, character/objects, and events in detail. Stays on topic. 	<ul style="list-style-type: none"> Has strong assertion and conclusion with specific details and smooth transitions Develops a setting, character/objects, and events with adjectives and verbs. Never strays from focus or topic. Uses descriptive supporting sentences. Elicits feelings from the reader
CONVENTIONS	<ul style="list-style-type: none"> Punctuation None No complete sentences. Spelling Few words spelled correctly. Capitalization Many errors. Legibility Most words illegible. Paragraph is not indented 	<ul style="list-style-type: none"> Punctuation Uses periods, question marks, exclamation marks, and commas, BUT incorrectly. Many complete sentences. Spelling Many grade-level words spelled correctly. Capitalization Few errors. Legibility Few words illegible 	<ul style="list-style-type: none"> Punctuation Uses periods, question marks, exclamation marks, and commas correctly. Uses complete sentences. Spelling Most grade-level words spelled correctly. Capitalization Uses capitals correctly: <ol style="list-style-type: none"> Beginning of sentences Proper nouns Titles Initials Legibility Legible handwriting 	<ul style="list-style-type: none"> Punctuation <ol style="list-style-type: none"> Uses periods, question marks, exclamation marks, and commas correctly. Quotation marks used with proper paragraphing and capitalization (if using dialogue). Sentence variation, combination and/or expanded sentences are used. Complete sentences with compound and/or complex structure. Spelling All grade-level words and many above grade-level words spelled correctly. Capitalization Uses capitals correctly: <ol style="list-style-type: none"> Beginning of sentences Proper nouns Titles Initials Quotes Legibility Superior handwriting

Carmel Unified School District Writing Program
Based on California Language Arts Standards for Third Grade

Rubric for Writing Third Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> • Uses simplistic vocabulary • Uses no details • No consideration of prompt • No evidence of logical paragraph plan • Lacks assertion and ideas are disjointed 	<ul style="list-style-type: none"> • Uses basic vocabulary • Uses minimal details • Some consideration of prompt • Some evidence of logical paragraph plan • Suggests an assertion with limited facts and details 	<ul style="list-style-type: none"> • Uses appropriate vocabulary • Uses details • Considers prompt • Logical paragraph plan • Creates paragraph that develops an assertion with simple supporting facts and details and a conclusion that addresses the assertion • Sentences need to flow and make sense with the rest of the paragraph 	<ul style="list-style-type: none"> • Uses advanced vocabulary • Uses vivid details • Clearly addresses prompt • Well developed plan • Paragraph has a clearly stated assertion with many supporting facts and details and a strong conclusion
CONVENTIONS	<ul style="list-style-type: none"> • Contains many errors in capitalization, punctuation and grammar (errors interfere with reader's understanding) • Has many incomplete sentences • Poor spelling 	<ul style="list-style-type: none"> • Contains errors in capitalization, punctuation and grammar • Has few incomplete sentences • Spells some words correctly 	<ul style="list-style-type: none"> • Shows correct use of punctuation and capitalization most of the time • Indents assertion • Complete sentences • Spells grade-level words correctly • Standard margins (fill in the lines) 	<ul style="list-style-type: none"> • Consistently shows correct use of punctuation (.,?!,) • Contains few if any errors in capitalization, punctuation and grammar • Complete sentences with compound and/or complex structure • Spells most words correctly

Carmel Unified School District Writing Rubric
Based on California Language Arts Standards for Fourth Grade

Rubric for Writing Fourth Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> Addresses only one part of the writing task Demonstrates no understanding of purpose Lacks a clear point of view, focus, and/or organizational structure Lacks a central idea but may contain marginally related facts, details, and/or explanations 	<ul style="list-style-type: none"> Addresses only parts of the writing task Demonstrates little understanding of purpose Maintains an inconsistent point of view, focus, and/or organizational structure Suggests a central idea with limited facts, details and/or explanations 	<ul style="list-style-type: none"> Addresses all parts of the writing task Demonstrates a general understanding of purpose Maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate Presents a central idea with mostly relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task Demonstrates a clear understanding of purpose Maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate Includes a clearly presented central idea with relevant facts, details, and /or explanations
CONVENTIONS	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors interfere with the reader's understanding of the writing Includes no sentence variety 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors may interfere with the reader's understanding of the writing Includes little variety in sentence types 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors do not interfere with the reader's understanding of the writing Includes a variety of sentence types 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors do not interfere with the reader's understanding of the writing Includes a variety of sentence types, with no run-ons or fragmented sentences

See next page for rubrics that apply to specific genres

Page 1 of 2 Fourth Grade

The following rubrics apply to specific genres above and beyond the general rubric listed on the previous page.

Below Basic 1	Basic 2	Proficient 3	Advanced 4
NARRATIVE <ul style="list-style-type: none"> Lacks a sequence of events to relate ideas, observations, and/or memories Lacks descriptive language and sensory details that enable the reader to visualize the events or experiences 	NARRATIVE <ul style="list-style-type: none"> Provides a minimally developed sequence of events to relate ideas, observations, and/or memories Includes limited descriptive language and sensory details that enable the reader to visualize the events or experiences 	NARRATIVE <ul style="list-style-type: none"> Provides an adequately developed sequence of significant events to relate ideas, observations, and/or memories Includes some descriptive language and sensory details that enable the reader to visualize the events or experiences 	NARRATIVE <ul style="list-style-type: none"> Provides a thoroughly developed sequence of significant events to relate ideas, observations, and/or memories Includes vivid descriptive language and sensory details that enable the reader to visualize the events or experiences
SUMMARY <ul style="list-style-type: none"> Is characterized by substantial copying of indiscriminately selected phrases or sentences 	SUMMARY <ul style="list-style-type: none"> Is characterized by substantial copying of key phrases and minimal paraphrasing 	SUMMARY <ul style="list-style-type: none"> Is characterized by paraphrasing of the main idea(s) and includes some details 	SUMMARY <ul style="list-style-type: none"> Is characterized by paraphrasing of the main idea(s) and significant details
RESPONSE TO LITERATURE <ul style="list-style-type: none"> Demonstrates little understanding of the literary work Fails to provide support for judgments 	RESPONSE TO LITERATURE <ul style="list-style-type: none"> Demonstrates a limited understanding of the literary work Provides weak support for judgments 	RESPONSE TO LITERATURE <ul style="list-style-type: none"> Demonstrates an understanding of the literary work Provides some support for judgments through references to text and prior knowledge 	RESPONSE TO LITERATURE <ul style="list-style-type: none"> Demonstrates a clear understanding of the literary work Provides effective support for judgments through specific references to text and prior knowledge

Carmel Unified School District Writing Rubric
Based on California Language Arts Standards for Fifth Grade

Rubric for Writing Fifth Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> Addresses only one part of the writing task Demonstrates no understanding of purpose Lacks a clear point of view, focus, and/or organizational structure Lacks a central idea but may contain marginally related facts, details, and/or explanations 	<ul style="list-style-type: none"> Addresses only parts of the writing task Demonstrates little understanding of purpose Maintains an inconsistent point of view, focus, and/or organizational structure Suggests a central idea with limited facts, details and/or explanations 	<ul style="list-style-type: none"> Addresses all parts of the writing task Demonstrates a general understanding of purpose Maintains a mostly consistent point of view, focus, and organizational structure, including paragraphing when appropriate Presents a central idea with mostly relevant facts, details, and/or explanations 	<ul style="list-style-type: none"> Clearly addresses all parts of the writing task Demonstrates a clear understanding of purpose Maintains a consistent point of view, focus, and organizational structure, including paragraphing when appropriate Includes a clearly presented central idea with relevant facts, details, and /or explanations
CONVENTIONS	<ul style="list-style-type: none"> Contains serious errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors interfere with the reader's understanding of the writing Includes no sentence variety 	<ul style="list-style-type: none"> Contains several errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors may interfere with the reader's understanding of the writing Includes little variety in sentence types 	<ul style="list-style-type: none"> Contains some errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors do not interfere with the reader's understanding of the writing Includes a variety of sentence types 	<ul style="list-style-type: none"> Contains few, if any, errors in the conventions of the English language (grammar, punctuation, capitalization, spelling) Errors do not interfere with the reader's understanding of the writing Includes a variety of sentence types, with no run-ons or fragmented sentences

Carmel Unified School District Writing Rubric
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Rubric for Essay Writing Fifth Grade

	Below Basic 1	Basic 2	Proficient 3	Advanced 4
STRATEGIES & APPLICATIONS	<ul style="list-style-type: none"> Attempts to write to a topic Lacks details and/or evidence to support proposal or position Uses poor or confused organizational pattern Does not link one paragraph to another Does not write a concluding paragraph Uses simplistic vocabulary Information for clarity missing Vague or nonexistent point of view 	<ul style="list-style-type: none"> Writes a multi-paragraph composition to a topic Uses minimal evidence and detail to support a position Generally organizes information sequentially Uses minimal transitional words or phrases Includes a concluding paragraph that does not adequately summarize important ideals and details Uses basic vocabulary Rarely anticipates reader concerns Uses point of view with little support 	<ul style="list-style-type: none"> Writes a multi-paragraph composition with indentation on a topic States a clear position in support of a proposal with relevant evidence and detail in subsequent paragraphs Overall organizes composition sequentially Uses transitional words or phrases that clearly link one paragraph to another Includes a concluding paragraph that summarizes important ideas and details Uses appropriate vocabulary Addresses reader concerns and is aware of audience and purpose Supports point of view with details 	<ul style="list-style-type: none"> Writes a convincing multi-paragraph composition with indentation on a topic Fully develops a position in support of a proposal Follows a clear sophisticated organizational pattern Has smooth transitions between paragraphs Concludes with a detailed summary linked to the purpose Uses advanced vocabulary Addresses reader's concerns and may address opposing viewpoints or counter-arguments Clearly develops point of view Exceptional expression and voice that connects with the reader
CONVENTIONS	<ul style="list-style-type: none"> Uses incomplete or confused sentence structure Frequently misuses verbs Uses incorrect capitalization, punctuation, and/or spelling which distracts reader These errors interfere with the reader's understanding of the writing and has no flow May write illegibly 	<ul style="list-style-type: none"> Uses mainly simple and compound sentences May show some confusion with subject /verb agreement, correct verb tense Makes some errors in capitalization, punctuation, and spelling of high frequency words These errors interfere with the reader's understanding of the writing and has little or no flow Writes legibly 	<ul style="list-style-type: none"> Uses compound and complex sentence structures Uses prepositional phrases, transitions, and conjunctions correctly Uses regular and irregular verbs Uses correct capitalization, grammar, punctuation, and spelling These errors do not interfere with the flow and focus of the prompt Writes legibly 	<ul style="list-style-type: none"> Uses varied and sophisticated sentence structures Uses prepositional phrases, appositions, transitions, independent/dependent clauses and conjunctions to elaborate ideas Uses correct grammar, capitalization, and punctuation throughout paper These errors do not interfere with flow and focus of the prompt Uses correct spelling throughout paper Writes legibly