

Kindergarten: Pre-Narrative Writing  
 Merced City School District  
 Standards-Based Writing Rubric

*Created in Partnership with UC Merced Writing Project*

	<b>Exceeds Standard (4) (Advanced Proficient)</b>	<b>Meets Standard (3) (Proficient)</b>	<b>Approaching Standard (2) (Basic)</b>	<b>Below Standard (1) (Below Basic)</b>	<b>0</b>
<b>Focus and Topic</b>	<ul style="list-style-type: none"> <li>Begins to narrow and develop the focus</li> </ul>	<ul style="list-style-type: none"> <li>Maintains the focus</li> </ul>	<ul style="list-style-type: none"> <li>Focus may stray</li> </ul>	<ul style="list-style-type: none"> <li>Focus or topic may be incomprehensible</li> </ul>	<ul style="list-style-type: none"> <li>Uses scribble writing, random letters, numbers or pictures</li> <li>Omits or uses random spacing between words</li> <li>Inconsistent use of directionality (left to right and top to bottom)</li> </ul>
<b>Organization and Development</b>	<ul style="list-style-type: none"> <li>Writes multiple, related sentences about the topic</li> <li>Sentences follow a logical sequence</li> <li>Shows story sense with details and/or descriptions</li> <li>Variety of sentence types begins to appear</li> </ul>	<ul style="list-style-type: none"> <li>Writes more than one related sentence (or a compound or complex sentence) about the topic and may be accompanied by one or more incomplete phrases or thoughts</li> <li>Begins to include details</li> </ul>	<ul style="list-style-type: none"> <li>Contains at least one complete thought or sentence on the topic and may be accompanied by one or more incomplete phrases or thoughts</li> <li>May write lists</li> <li>May write pattern sentences</li> </ul>	<ul style="list-style-type: none"> <li>One, two, or three word response to represent a sentence</li> <li>Repeating random words, phrases, or environmental print</li> <li>Lacks readability</li> </ul>	
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Uses legible printing</li> <li>Uses correct letter case within words</li> <li>Uses both phonetic spelling and standard spelling</li> <li>Many high frequency words spelled correctly</li> <li>Evidence of capitalization and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Forms most letters correctly</li> <li>Begins to use correct letter case within words</li> <li>Consistent spacing</li> <li>Writes from left to right and top to bottom</li> <li>Uses phonetic spelling</li> <li>A few high frequency words spelled correct</li> <li>Evidence of capitalization and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently forms letters (several reversals)</li> <li>May have some inconsistent spacing</li> <li>Evidence of letter/sound correspondence</li> <li>Picture may help readability</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistent use of spacing between words</li> <li>Directionality is mostly left to right and top to bottom</li> <li>Uses letter strings or beginning sounds</li> </ul>	

Personal Narrative – Grade One  
 Merced City School District  
 Standards-Based Writing Rubric

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	<b>Exceeds Standard (4) (Advanced Proficient)</b>	<b>Meets Standard (3) (Proficient)</b>	<b>Approaching Standard (2) (Basic)</b>	<b>Below Standard (1) (Below Basic)</b>	<b>0</b>
<b>Focus &amp; Topic</b>	<ul style="list-style-type: none"> <li>• Writing clearly adheres to the prompt</li> <li>• Writing is clearly focused on a single experience</li> </ul>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt</li> <li>• Writing focuses on a single experience</li> </ul>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt, but may stray</li> <li>• Writing attempts to focus on a single experience</li> </ul>	<ul style="list-style-type: none"> <li>• Writing does not adhere to the prompt</li> <li>• Writing is not focused on a single experience</li> </ul>	<ul style="list-style-type: none"> <li>• Lacks readability</li> <li>• Limited to environmental print</li> </ul>
<b>Organization and Development</b>	<ul style="list-style-type: none"> <li>• Opening attempts to engage the reader</li> <li>• Narrative action follows a logical sequence and includes a variety of time related transitions</li> <li>• Includes sufficient concrete details</li> <li>• Uses description to create sensory images</li> <li>• May attempt to use dialogue</li> <li>• Ending is related</li> <li>• Includes sentence variety throughout</li> </ul>	<ul style="list-style-type: none"> <li>• Opening may be a simple statement</li> <li>• Narrative action follows a logical sequence and attempts to include a variety of time related transitions</li> <li>• Includes some specific/concrete details</li> <li>• Uses some descriptive words</li> <li>• May attempt to use dialogue</li> <li>• Ending is simple</li> <li>• Includes some variety in sentence beginning</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts simple opening; may be confusing</li> <li>• Narrative action is logical but limited and may or may not include appropriate transitions</li> <li>• Attempts to include relevant details, list-like</li> <li>• May attempt to use descriptive words</li> <li>• May attempt to use dialogue</li> <li>• Attempts a simple ending</li> <li>• Limited variety in sentence beginnings, causing repetition</li> </ul>	<ul style="list-style-type: none"> <li>• Sentences are not all related to the topic</li> <li>• Narrative action is poorly organized, confusing or extremely skeletal</li> <li>• Lacks concrete details</li> <li>• Lacks descriptive words</li> <li>• No sentence variety; uses patterned sentences</li> </ul>	
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Prints legibly</li> <li>• Uses complete sentences</li> <li>• Uses correct word order</li> <li>• Uses a comma in word series</li> <li>• Uses capitalization and ending punctuation correctly</li> <li>• Spells frequently used, irregular words</li> <li>• Spells basic short-vowel, long-vowel, r-controlled, and consonant blend patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Prints legibly and spaces appropriately</li> <li>• Uses complete sentences</li> <li><i>In most sentences:</i></li> <li>• Uses correct capitalization</li> <li>• Uses correct ending punctuation</li> <li>• Spells three and four letter short vowel words</li> <li>• Spells high frequency words.</li> <li>• Uses pronouns correctly</li> <li>• Begins to use contractions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• Mostly, prints legibly and spaces appropriately</li> <li>• Uses some complete sentences</li> <li>• Spells a few high frequency words independently</li> <li>• Inconsistent use of spelling</li> <li>• Inconsistent use of capitalization and punctuation</li> <li>• Inconsistent use of pronouns</li> <li>• Inconsistent use of contractions</li> </ul>	<ul style="list-style-type: none"> <li>• Print may not be entirely legible</li> <li>• Inconsistent use of spacing between words</li> <li>• Sentences may be incomplete</li> <li>• Inconsistent use of correctly spelled high frequency words</li> <li>• Lacks correct use of capitalization and punctuation</li> <li>• Incorrect use of pronouns</li> </ul>	

Personal Narrative – Grade Two  
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<b>Focus and Topic</b>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt</li> <li>• Writing clearly sustains a consistent focus on a single experience, creating a “magnified moment” in time</li> </ul>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt</li> <li>• Writing maintains a consistent focus on a single experience</li> </ul>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt</li> <li>• Writing focuses on a single experience, though focus may stray</li> <li>• Attempts to follow a logical narrative action, but may stray into a “bed-to-bed” list of events - rather than focus on one moment in time</li> </ul>	<ul style="list-style-type: none"> <li>• Writing adheres to the prompt but may stray</li> <li>• Lacks logical narrative action that focuses on one moment in time</li> </ul>
<b>Organization and Development</b>	<ul style="list-style-type: none"> <li>• Engaging beginning</li> <li>• Sensory details and/or vivid descriptions develop mental images in reader’s mind</li> <li>• Use of dialogue and/or active verbs that move the action of the story</li> <li>• Writer’s style and voice in piece engage the reader</li> <li>• clear evidence of awareness of audience</li> <li>• Sophisticated sentence construction and/or sentences beginnings</li> <li>• Related ending</li> </ul>	<ul style="list-style-type: none"> <li>• The beginning attempts to engage the reader</li> <li>• Some sensory details develop mental images in reader’s mind</li> <li>• Use of dialogue and/or active verbs attempt to move the action of the story</li> <li>• some evidence of voice</li> <li>• engages the reader</li> <li>• some evidence of an awareness of audience</li> <li>• Some varied sentence construction particularly in sentence beginnings</li> <li>• Related ending</li> </ul>	<ul style="list-style-type: none"> <li>• Simple beginning</li> <li>• Some descriptive words or details</li> <li>• May attempt some dialogue or use of active verbs in the story</li> <li>• Lack of writer’s voice</li> <li>• Little evidence of awareness of audience</li> <li>• Simple sentence construction</li> <li>• Includes some variety in sentence beginnings</li> <li>• Simple ending</li> </ul>	<ul style="list-style-type: none"> <li>• Simple beginning, though it may be confusing</li> <li>• Few descriptive words or details</li> <li>• Lacks dialogue or active verbs</li> <li>• No writer’s voice to show awareness of audience</li> <li>• Little sentence variety or sentence beginnings</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>• Writes legibly</li> <li>• Writes complete sentences</li> <li>• Grammar, capitalization &amp; punctuation is correct</li> <li>• Attempts to use quotation marks.</li> <li>• Most spelling is correct</li> </ul>	<ul style="list-style-type: none"> <li>• Writes legibly</li> <li>• Writes complete sentences</li> <li>• Most grammar, capitalization &amp; punctuation is correct</li> <li>• Most spelling is correct</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting mostly legible and does not interfere with reading</li> <li>• Uses mostly complete sentences</li> <li>• Most grammar, capitalization and punctuation is correct</li> <li>• Spelling errors do not interfere with reading</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting may interfere with reading</li> <li>• Inconsistent use of complete sentences</li> <li>• Inconsistent use of grammar, capitalization, and punctuation</li> <li>• Spelling errors may interfere with reading</li> </ul>

MCS D

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NARRATIVE RUBRIC

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**4 THIS PAPER EXCEEDS THE STANDARDS IN ALL ASPECTS.**

Selects a clear focus that adheres to the prompt  
Opening hooks the reader  
Narrative action organized by a thoroughly developed sequence of significant events  
Includes vivid description, sensory details, skillful use of dialogue, for reader to visualize  
Resolution is logical/connected/reflective  
Effective use of sentence variety  
Contains few if any errors in conventions (that do not interfere with the reading)

**3 THIS PAPER CLEARLY MEETS THE STANDARDS.**

Selects a focus that adheres to the prompt  
Opening attempts to engage the reader  
Narrative action organized by an adequately developed sequence of significant events  
Includes some description, sensory details and dialogue for reader to visualize  
Resolution is adequate  
Some sentence variety  
Contains some errors in the conventions (that do not interfere with the reading)

**2 THIS PAPER APPROACHES THE STANDARDS.**

Selects a focus that adheres to the prompt but may stray or be too short (underdeveloped)  
Opening introduces topic with a simple statement  
Narrative action provides a minimally developed sequence of events (like a bed-to-bed story)  
Narrative action reads like a *list* with limited description, sensory details, little/no dialogue  
Resolution may be limited in its effectiveness  
Little variety in sentence types  
Contains several errors in the conventions that may interfere with the reading

**1 THIS PAPER DOES NOT MEET THE STANDARDS**

May not address the prompt which asks for a narrative  
The narration may lack a clear focus and address multiple incidents  
The essay may have no focus  
Opening may attempt to respond to the topic as if a question were being answered  
Narrative action lacks a sequence of events or is poorly organized  
Lacks descriptive language, sensory details, and/or effective use of dialogue  
May lack a resolution or resolution is illogical  
No sentence variety  
Contains serious errors in the conventions (that interfere with the reading)

MCS D

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PERSUASIVE RUBRIC

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**4 THIS PAPER EXCEEDS THE STANDARDS IN ALL ASPECTS.**

Selects a clear focus that adheres to the prompt  
Opening introduces the topic and engages the reader  
Writer takes a clear stance  
Organizes ideas by integrating arguments/reasons/supporting details  
Uses transitions to guide reader through a smooth, coherent presentation  
Development based on logic, ample support, and countering opposing view  
Evidence is appropriate to the topic and explained in detail  
Conclusion is persuasive and reiterates the writer's stance on topic  
Effective use of sentence variety  
Contains few if any errors in conventions (that do not interfere with the reading)

**3 THIS PAPER CLEARLY MEETS THE STANDARDS.**

Selects a focus that adheres to the prompt  
Opening attempts to engage the reader in the topic  
Writer takes a stance  
Organizes details by topics  
Uses some transitions that show progression of ideas/argument  
Development uses ample support; states but may not counter opposing view  
Evidence is appropriate to topic  
Conclusion reiterates the stance on the topic  
Some sentence variety  
Contains some errors in the conventions (that do not interfere with the reading)

**2 THIS PAPER APPROACHES THE STANDARDS.**

Selects a focus that adheres to the prompt but may stray  
Opening introduces topic with a simple statement  
Writer's stance may not be clear  
Uses some organizational structures to show relationship between ideas/reasons  
May include extraneous detail  
Development is limited or illogical; no reference to opposing view  
Evidence may be insufficient or inappropriate  
Conclusion restates the stance  
Little variety in sentence types  
Contains several errors in the conventions (that may interfere with the reading)

**1 THIS PAPER DOES NOT MEET THE STANDARDS**

May not address the prompt or has no focus  
Opening may attempt to respond to the topic as if a question were being answered  
No stance is provided  
Little or no development; skeletal structure; lists ideas randomly  
No evidence or sense of the importance of supporting detail  
No sentence variety  
Contains serious errors in the conventions (that interfere with the reading)

MCS D in Partnership with UC Merced Writing Project

RESPONSE TO LITERATURE RUBRIC

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**4 THIS PAPER EXCEEDS THE STANDARDS IN ALL ASPECTS.**

Selects a clear focus that adheres to the prompt  
Opening provides sufficient background, a synopsis for reader and clearly states interpretation  
Demonstrates a clear understanding of the literary work  
Provides rationale for the interpretation; tells *why* interpretation is logical  
Shows effective support for interpretation via specific references to text and prior knowledge  
Reflective closing that links interpretation to self, world, or other text  
Effective use of sentence variety  
Contains few if any errors in conventions that do not interfere with the reading

**3 THIS PAPER CLEARLY MEETS THE STANDARDS.**

Selects a focus that adheres to the prompt  
Opening provides some background for reader, with a clearly stated interpretation  
Demonstrates an understanding of the literary work  
Explains the interpretation logically  
Provides some support for interpretation through references to text and prior knowledge  
Reflective closing that links interpretation to theme, character, plot, etc. or questions author  
Some sentence variety  
Contains some errors in the conventions that do not interfere with the reading

**2 THIS PAPER APPROACHES THE STANDARDS.**

Selects a focus that adheres to the prompt but may stray  
Opening provides too much background or minimal background with little interpretation  
Demonstrates a limited understanding of the literary work; more literal than inferential  
Provides weak logical support for interpretation; relies on opinion or evaluation/critique of text  
May be illogical or lack sufficient connections to thesis (the stance)  
Closing may restate interpretive stance or interpretation is introduced in the conclusion  
Little variety in sentence types  
Contains several errors in the conventions that may interfere with the reading

**1 THIS PAPER DOES NOT MEET THE STANDARDS**

May not address the prompt or has no focus  
May do a retelling of the text only  
Opening does not provide an interpretation  
Demonstrates little or no understanding of the literary work  
Fails to provide support for interpretation  
May lack a closing or closing is illogical  
No sentence variety  
Contains serious errors in the conventions that interfere with the reading

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**SUMMARY RUBRIC**

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**4 THIS PAPER EXCEEDS THE STANDARDS IN ALL ASPECTS.**

Clearly addresses the prompt and the purpose  
Opening identifies title, author and general summary statement  
Summary is characterized by paraphrasing of main ideas and significant detail  
Includes essential vocabulary  
Maintains a consistent sequence of development through transitions and conjunctions  
Closing reiterates the general summary statement or poses a question of wonder  
Effective use of sentence variety as a condensing tool  
Contains few if any errors in conventions (that do not interfere with the reading)

**3 THIS PAPER CLEARLY MEETS THE STANDARDS.**

Clearly addresses the prompt and the purpose  
Opening provides a general summary statement but may not identify title or author  
Summary is characterized by paraphrasing of main ideas and significant detail  
Includes some essential vocabulary  
Maintains a consistent sequence of development  
Closing reiterates the general summary statement  
Some sentence variety is demonstrated  
Contains some errors in the conventions (that do not interfere with the reading)

**2 THIS PAPER MINIMALLY MEETS THE STANDARDS.**

Addresses the prompt but may stray from the purpose  
Opening attempts to convey a general summary statement  
Summary is characterized by substantial copying of key phrases and minimal paraphrasing  
Includes limited essential vocabulary  
Sequence of development may be inconsistent  
Closing is not specific to summary  
Little variety in sentence types  
Contains several errors in the conventions (that may interfere with the reading)

**1 THIS PAPER DOES NOT MEET THE STANDARDS**

May not address the prompt or the purpose  
Opening has no general summary statement  
No identifiable sequence of development  
Is characterized by substantial copying of indiscriminately selected phrases or sentences  
Omits essential vocabulary  
Omits appropriate closure  
No sentence variety  
Contains serious errors in the conventions (that interfere with the reading)