



TEAM
Student Growth Portfolio
Rubric
Kindergarten
ELA

Kindergarten ELA Literature/Narrative Scoring Rubric

Option 1: Compare and contrast

There are 3 integrated standards for this option:

- 1) **K.FL.WC.4:** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 2) **K.RL.IKI.9:** With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories
- 3) **K.W.TTP.3:** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event

1) K.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term **writing** refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding). This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence.

Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

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Option 1: Compare and contrast

2) K.RL.IK.1.9: With prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.

Scoring Notes: K.RL.IK.1.9 measures the student’s ability to compare and contrast the adventures and experiences of characters in familiar stories from an assigned text through a student-generated writing artifact along with the use of dictation. The use of dictation and/or audio/video that captures the student orally comparing and contrasting the adventures and experiences of characters in familiar stories in the student-generated writing artifact can be submitted. Because the standard states “orally identify,” the student can orally compare and contrast in ways that may not be drawn or written on the writing artifact. Oral language precedes written expression, so when scoring student work artifacts through the reading lens, it is important to consider the oral component that is captured through dictation, audio, or video. When identifying the level of student work on the reading scoring rubric, teachers should consider both what pictures and words (and any additional oral words) the student uses to describe the student-generated writing artifact. A **familiar story** is defined as any text that is familiar to the student (interactive read aloud, shared reading, etc.).

The difference among the levels for this standard is the extent to which the student’s use of writing words and/or pictures to show that their understanding is moving toward a more detailed and focused understanding that individuals, events, and ideas develop and interact over the course of a text. Student work that demonstrates performance levels beyond level 3 (end-of-grade expectations) begins to show not only added details, but inferences about the way that characters feel and why.

Level 3 performance level represents end-of-grade expectations.

Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, with prompting and support, the student writes words and/or pictures unrelated to the text.
1	Within a student-generated artifact, with prompting and support, the student writes words and/or pictures that tell about characters within one or both of the texts, but there is no comparison of the similarities or contrasting the differences of the characters.
2	Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address one of the following tasks: <ol style="list-style-type: none"> 1. Compare one similarity about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text, OR 2. Contrast one difference about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text.
3	Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address both of the following things tasks: <ol style="list-style-type: none"> 1. Compare one similarity about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text, AND 2. Contrast one difference about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text.
4	Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address both of the following tasks: <ol style="list-style-type: none"> 1. Compare two similarities about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text, AND 2. Contrast two differences about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text.
5	In addition to providing evidence that the student met the expectations for Level 4: Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address both of the following tasks: <ol style="list-style-type: none"> 1. When contrasting two differences about how to characters react to an event, includes details about how the event makes the characters feel. AND 2. When contrasting one character’s reaction to events from the beginning to the end of the narrative text, includes details about how the events make the character feel.
6	In addition to providing evidence that the student met the expectations for Levels 4 and 5: Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address both of the following tasks: <ol style="list-style-type: none"> 1. When contrasting two differences about how to characters react to an event, includes details about how the event makes the characters feel and why. AND 2. When contrasting one character’s reaction to events from the beginning to the end of the narrative text, includes details about how the events make the character feel and why.
7	Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that address both of the following tasks: <ol style="list-style-type: none"> 1. Compare three similarities about how two characters react to an event or one character’s reaction to events from the beginning to the end of the narrative text, AND 2. Contrast three differences about how two characters react to an event by including details about how the event makes the characters feel and why or one character’s reaction to events from the beginning to the end of the narrative text by including details about how the events make the character feel and why.

Kindergarten ELA Literature/Narrative Scoring Rubric

Option 1: Compare and contrast

3) K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

Scoring Notes: This scoring rubric measures the student’s ability to narrate a single event through a student-generated writing artifact, along with dictation. As noted in the rubric at level 3, a single event could include the whole story or be only a part of the story such as the beginning, middle, or end. The difference among the levels for this standard is the extent to which the student’s ability to write, or narrate, an event through a combination of drawing, dictating, and/or emergent writing is moving towards a deeper understanding of what it means to narrate.

The level 3 expectation is that the student-generated writing artifact shows two details in correct sequence. The increase of time order words and details throughout the levels should show increased organization in the writing. At this age level, emergent writing shows a child’s developing understanding that writing is a way to communicate or send a message on paper. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student’s ability to narrate an event that is associated with the similarities and differences of one character to personal events, or how one character reacts to events throughout a story. If the student writing artifact is written to share facts and information, then the writing artifact does not match the standard.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student. Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work.

NOTE: For all performance levels below, a **“single event”** could include the whole story or be only a part of the story such as the beginning, middle, or end.

0	Within a student-generated writing artifact, with prompting and support, the student writes words and pictures that are off topic and not related to the assigned text.
1	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, not in the correct sequence.
2	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, in the correct sequence.
3	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence.
4	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence with at least one time order word.
5	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least two different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
6	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
7	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to two different things that happened in an assigned text.

Kindergarten ELA Literature/Narrative Scoring Rubric
Option 2: Identify characters, setting, and major events when narrating an event

There are 3 integrated standards for this option:

- 1) K.FL.WC.4:** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
 - 2) K.RL.KID.3:** With prompting and support, orally identify characters, setting, and major events in a narrative text
 - 3) K.W.TTP.3:** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event
- 1) K.FL.WC.4: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.**

Scoring Notes: K.FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence. **Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.**

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • writes CCVC and/or CVCC with blends and digraphs, AND • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • writes CCVC and/or CVCC with blends and digraphs, AND • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

Kindergarten ELA Literature/Narrative Scoring Rubric

Option 2: Identify characters, setting, and major events when narrating an event

2) K.RL.KID.3: With prompting and support, orally identify characters, setting, and major events in a narrative text.

Scoring Notes:

K.RL.KID.3 measures the student's ability to identify characters, settings, and events from a familiar story through a student-generated writing artifact along with dictation, and/or audio or video. Because the standard states "orally identify", the student can tell about the characters, settings, and major events that may not be composed by the student on the writing artifact. Oral language precedes written expression, so when scoring student work artifacts through the reading lens, it is important to consider the oral component that is captured through dictation, audio, or video.

A narrative text tells about the sequence of events, usually with the structure of a story. The difference among the levels for this standard is the extent to which the student's use of writing pictures and words (including any dictation, audio, or video about the pictures and words) to identify characters, settings, and events from a familiar story deepens their understanding that individuals, events, and ideas develop and interact over the course of a text. To meet level 3 (which is end-of-grade expectations), the student work artifact must identify at least two characters with one detail each, identify two details about the setting (time AND place), and reference to three major events. Beyond level 3, student work artifacts show an increase in number and relevancy of details.

The word "identify" means to figure out or show who someone is or what something is—to connect or associate. Because the ideas are generated by the student, age appropriate language will be used by the student to tell about the characters, settings, and events in a familiar story.

It is not necessary for evidence to explicitly state the words character, setting, or events in the writing artifact. It is critical to stay grounded in the rubric descriptors while scoring but also to think about how students talk and show what they know about text in natural ways. When analyzing student writing for the use of details, teachers should remember that a detail is also presented by the student in natural ways, and does not have to be in the form of a formal adjective. It is also important to note that the writing artifact represents an integrated task, therefore performance level descriptors such as "detail" may overlap with other measured descriptors, such as a student's reference to a setting in a story.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that do not identify any of the characters, setting, or major events in an assigned text.
1	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include one or two of the following: <ul style="list-style-type: none"> • at least one characters with one detail about each • one detail about the setting (time or place) • reference to one or two major events in a narrative text
2	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least one characters with one detail about each • one detail about the setting (time or place) • reference to one or two major events in a narrative text
3	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least two characters with one detail about each • two details about the setting (time and place) • reference to the three major events (beginning, middle, and end) in a narrative text
4	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least two characters with one detail about each • two details about the setting (time and place) • sequence more than three major events in a narrative text
5	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least two characters with one detail about each • two details about the setting (time and place) • sequence more than three major events with at least one detail in a narrative text
6	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least two characters with one detail about each • two details about the setting (time and place) • sequence more than three major events with at least two details in a narrative text
7	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that include all three of the following: <ul style="list-style-type: none"> • at least two characters with one detail about each • two details about the setting (time and place) • sequence more than three major events with at least three details in a narrative text

Kindergarten ELA Literature/Narrative Scoring Rubric

Option 2: Identify characters, setting, and major events when narrating an event

3) K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

Scoring Notes: K.W.TTP.3 measures the student’s ability to narrate a single event through a student-generated writing artifact, along with dictation. As noted in the rubric at level 3, a single event could include the whole story or be only a part of the story such as the beginning, middle, or end. The difference among the levels for this standard is the extent to which the student’s ability to write, or narrate, an event through a combination of drawing, dictating, and/or emergent writing is moving towards a deeper understanding of what it means to narrate. The level 3 expectation is that the student-generated writing artifact shows two details in correct sequence. The increase of time order words and details throughout the levels should show increased organization in the writing. At this age level, emergent writing shows a child's developing understanding that writing is a way to communicate, or send a message on paper.

Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student's ability to narrate an event that is associated with the similarities and differences of one character to personal events, or how one character reacts to events throughout a story. If the student writing artifact is written to share facts and information, then the writing artifact does not match the standard.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student. Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work.

NOTE: For all performance levels below, a **“single event”** could include the whole story or be only a part of the story such as the beginning, middle, or end.

0	Within a student-generated writing artifact, with prompting and support, the student writes words and pictures that are off topic and not related to the assigned text.
1	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, not in the correct sequence.
2	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, in the correct sequence.
3	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence.
4	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence with at least one time order word.
5	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least two different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
6	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
7	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to two different things that happened in an assigned text.

**Kindergarten ELA Literature/Narrative Scoring Rubric
Option 3: Retell stories with key details when narrating an event**

There are 3 integrated standards for this option:

- 1) **K.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 2) **K.RL.KID.2** With prompting and support, orally retell familiar stories, including key details
- 3) **K.W.TTP.3** With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event

1) K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes:

K.FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term writing refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence. **Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.**

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

Kindergarten ELA Literature/Narrative Scoring Rubric
Option 3: Retell stories with key details when narrating an event

2) K.RL.KID.2: With prompting and support, orally retell familiar stories, including key details.

Scoring Notes: K.RL.KID.2 measures the student’s ability to orally retell familiar stories, including key details, through a written artifact along with the use of dictation and/or audio or video. Because the standard states “orally retell,” the student can orally retell details that may not be composed by the student on the writing artifact. The difference among the levels for this standard is the extent to which the student’s use of writing pictures and words (and video/audio or dictation) to show understanding of retelling familiar stories with key details is moving toward a more detailed and focused understanding of the central message or lesson. The levels increase as the number of key details in sequence increases, leading to an understanding of closure and central message/lesson in level 7. Key details are details that are relevant to the events. When analyzing student writing for the use of details, teachers should remember that a detail is also presented by the student in natural ways, and does not have to be in the form of a formal adjective. It is also important to note that the writing artifact represents an integrated task, therefore performance level descriptors such as “detail” may overlap with other measured descriptors, such as a student’s reference to a setting in a story.

A **familiar story** is defined as any text that is familiar to the student through an interactive read aloud, shared reading, etc. For this scoring rubric, the familiar text is a narrative text, which tells about the sequence of events within the structure of a story. Key details are the important details in the text and can lead the reader to understand the story at a deeper level. Closure (beginning at level 6) in kindergarten writing often appears as a “final thought” by a student, and does not have to be a formal closing statement that reflects work in higher grades.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated writing artifact, with prompting and support, writes words and pictures that do not relate to the familiar story.
1	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story that includes one detail.
2	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story that includes two details.
3	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story with three key details that includes a beginning, middle, and end in correct sequence.
4	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story with four key details that includes a beginning, middle, and end in correct sequence.
5	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story with five key details that includes a beginning, middle, and end in correct sequence using one time-order word; AND one of the five details is about the setting.
6	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story with six key details that includes a beginning, middle, and end in correct sequence using one time-order word; AND one of the six details is about the setting; and one of the six details is about the characters; AND provide a statement of closure.
7	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures to retell a familiar story with seven key details that includes a beginning, middle, and end in correct sequence using two different time-order words; AND one of the seven details is about the setting; and one of the seven details is about the characters; AND provide a statement of closure; AND include the central message or lesson of the assigned text.

Kindergarten ELA Literature/Narrative Scoring Rubric
Option 3: Retell stories with key details when narrating an event

3) K.W.TTP.3: With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.

Scoring Notes: K.W.TTP.3 measures the student’s ability to narrate a single event through a student-generated writing artifact, along with dictation. As noted in the rubric at level 3, a single event could include the whole story or be only a part of the story such as the beginning, middle, or end. The difference among the levels for this standard is the extent to which the student’s ability to write, or narrate, an event through a combination of drawing, dictating, and/or emergent writing is moving towards a deeper understanding of what it means to narrate. The level 3 expectation is that the student-generated writing artifact shows two details in correct sequence. The increase of time order words and details throughout the levels should show increased organization in the writing. At this age level, emergent writing shows a child's developing understanding that writing is a way to communicate, or send a message on paper.

Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student's ability to narrate an event that is associated with the similarities and differences of one character to personal events, or how one character reacts to events throughout a story. If the student writing artifact is written to share facts and information, then the writing artifact does not match the standard.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are typically utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student. Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work.

NOTE: For all performance levels below, a **“single event”** could include the whole story or be only a part of the story such as the beginning, middle, or end.

0	Within a student-generated writing artifact, with prompting and support, the student writes words and pictures that are off topic and not related to the assigned text.
1	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, not in the correct sequence.
2	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) that include partial information about a single event from an assigned text, in the correct sequence.
3	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence.
4	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures (through a combination of drawing, dictating, and/or writing) to narrate an entire single event from an assigned text in correct sequence with at least one time order word.
5	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least two different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
6	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to what happened in an assigned text.
7	Within a student-generated writing artifact, with prompting and support, the student writes to narrate a single event in correct sequence with at least three different time order words AND using student voice, provides a personal reaction to two different things that happened in an assigned text.

Kindergarten Informational Scoring Rubric

Option A: Identify basic similarities and differences between two texts on the same topic

There are 3 integrated standards for this option:

- 1) **K.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 2) **K.RI.IKI.9** With prompting and support, orally identify basic similarities and differences between two texts on the same topic
- 3) **K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts

1) K.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: K.FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term writing refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence. **Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.**

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

Kindergarten Informational Scoring Rubric

Option A: Identify basic similarities and differences between two texts on the same topic

2) K.RI.IK1.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.

Scoring Notes: K.RI.IK1.9 measures the student’s ability to notice similarities and differences among texts on the same topic through a student generated writing artifact along with the use of dictation and/or audio or video. Because the standard states “orally retell,” the student can orally retell details that may not be composed by the student on the writing artifact. Oral language precedes written expression, so when scoring student work artifacts through the reading lens, it is important to consider the oral component that is captured through dictation, audio, or video.

The difference among the levels for this standard is the extent to which the evidence in the student work artifact is moving towards a more in depth understanding that noticing similarities and differences among texts can lead to determining importance.

To meet level 3 (end-of-grade expectations), student work artifacts must show a clear similarity and difference based on ideas from the text. Levels increase as student work artifacts include more relevant details. To score at level 7, the student artifact must demonstrate an understanding of the similarities and differences and name the most important ideas.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, with prompting and support, the student writes words and/or pictures unrelated to the text.
1	Within a student-generated writing artifact, with prompting and support, the student writes pictures and/or words that tell about the topic with no similarities or differences between texts.
2	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that tell about a similarity or difference, but not both , about the ideas within the two texts.
3	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that name one similarity and one difference about the ideas within the two texts.
4	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that name two similarities and two differences about the ideas within the two texts.
5	Within a student-generated writing artifact, with prompting and support, the student writes words and/or and pictures that name more than two similarities and more than two differences about the ideas within two texts.
6	Within a student-generated writing artifact, the student writes words that identify more than two similarities and more than two differences between two texts on the same topic AND include one relevant written detail about the similarities or differences within the two texts.
7	Within a student-generated writing artifact, the student writes words that identify more than two similarities and more than two differences between two texts on the same topic AND include more than one relevant written detail about the similarities and differences within the two texts.

Kindergarten Informational Scoring Rubric

Option A: Identify basic similarities and differences between two texts on the same topic

3) K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

Scoring Notes: K.W.TTP.2 measures the student’s ability to write informative texts through a student-generated writing artifact, along with dictation. The difference among the levels for this standard is the extent to which the student’s ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at Level 2 because Level 3 (which is end-of-grade expectations) must also include two details. All performance levels above Level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present. **Level 3 performance level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.

Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student.

Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student's ability to explain information about a familiar topic or informational text. If the student writing artifact is written to narrate an event, then the writing artifact does not match the standard.

0	With prompting and support, the student writes with words and/or pictures that do not identify the topic of the assigned text.
1	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with no details about the assigned text.
2	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with one detail about the assigned text.
3	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with two details about the assigned text.
4	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text.
5	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of closure about the topic of the assigned text.
6	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.
7	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with four details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.

Kindergarten Informational Scoring Rubric

Option B: Identify the connection between two individuals, events, ideas, or pieces of information in a text

There are 3 integrated standards for this option:

- 1) **K.FL.WC.4** Know and apply grade level phonics and word analysis skills when encoding words; write legibly
- 2) **K.RI.KID.3** With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text
- 3) **K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts

1) K.FL.WC.4: Know and apply grade level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: K.FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term writing refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence. **Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.**

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, AND • common vowel teams, final y, or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

Kindergarten Informational Scoring Rubric

Option B: Identify the connection between two individuals, events, ideas, or pieces of information in a text

2) K.RI.KID.3: With prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.

Scoring Notes:

K.RI.KID.3 measures the student's ability to make connections between information from an assigned text through a written artifact along with dictation and/or audio/video. The difference among the levels for this standard is the extent to which the student's use of writing words and/or pictures to show understanding of connections is moving toward a more descriptive and in-depth analysis. To meet level 3 (end-of-grade expectations), the drawing or writing of the student's written piece (including dictation and/or audio/video) must identify and give two details to describe the connections between two individuals, events, ideas, or pieces of information from a text.

As the levels increase, the number of details increases, leading to a deeper analysis in levels 6 and 7, with movement toward describing differences (in addition to connections) and summarizing.

Level 3 performance level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated writing artifact, with prompting and support, the student writes pictures and/or words that tell about a topic unrelated to an informational text.
1	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that tell about one individual, event, idea, or piece of information without making connections between them.
2	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that identify , with one detail, a connection between two individuals, events, ideas, or pieces of information in a text.
3	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that identify , with two details, the connections between two individuals, events, ideas, or pieces of information in a text.
4	Within a student-generated writing artifact, with prompting and support, the student writes pictures and/or words that identify , with three details, the connections between two individuals, events, ideas, or pieces of information in a text.
5	Within a student-generated writing artifact, with prompting and support, the student writes words and/or pictures that identify , with four details, the connections between two individuals, events, ideas, or pieces of information in a text.
6	Within a student-generated writing artifact, with prompting and support, the student writes with words that describe the connections and the differences between two individuals, events, ideas, or pieces of information in a text.
7	Within a student-generated writing artifact, with prompting and support, the student writes with words that describe the connections and differences, along with a summary statement , about the connections between two individuals, events, ideas, or pieces of information in a text.

Kindergarten Informational Scoring Rubric

Option B: Identify the connection between two individuals, events, ideas, or pieces of information in a text

3) K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

Scoring Notes: K.W.TTP.2 measures the student’s ability to write informative texts through a student-generated writing artifact, along with dictation. The difference among the levels for this standard is the extent to which the student’s ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at Level 2 because Level 3 (which is end-of-grade expectations) must also include two details. All performance levels above Level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present. **Level 3 performance level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.

Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student. Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student's ability to explain information about a familiar topic or informational text. If the student writing artifact is written to narrate an event, then the writing artifact does not match the standard.

0	With prompting and support, the student writes with words and/or pictures that do not identify the topic of the assigned text.
1	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with no details about the assigned text.
2	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with one detail about the assigned text.
3	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with two details about the assigned text.
4	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text.
5	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of closure about the topic of the assigned text.
6	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.
7	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with four details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.

Kindergarten Informational Scoring Rubric

Option C: With prompting and support, orally identify the main topic and retell key details of a text

There are 3 integrated standards for this option:

- 1) **K.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly
- 2) **K.RI.KID.2** With prompting and support, orally identify the main topic and retell key details of a text
- 3) **K.W.TTP.2** With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts

1) K.FL.WC.4: Know and apply grade level phonics and word analysis skills when encoding words; write legibly.

Scoring Notes: K.FL.WC.4 measures the extent to which the student's use of pictures and/or words to show understanding of one-to-one correspondence and simple vowel patterns is moving toward the more complex use of vowel teams, common consonant spelling patterns, consonant digraphs, and final and consonant blends.

This rubric measures the application of foundational skills through encoding; therefore, students are generating writing at various stages of development as they respond to the task driven by the integrated reading standard. The term writing refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways. However, the foundational lens measures the student's ability to express ideas in concrete ways as they begin to make connections between reading (decoding) and writing (encoding).

This rubric should not be viewed as a checklist. **Student drawing/writing artifact must be created by the student**, and should be measured for the preponderance of evidence. **Any words generated by the teacher through a shared writing experience should not be measured in the student work, and should be noted on the context form within the online platform.**

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to using words and/or pictures to express an idea. **Level 3 Performance Level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated artifact, the student writes pictures, strings of letter-like formations, or mock words.
1	Within a student-generated artifact, the student writes letters and words (encoding) without using phonics and word analysis skills (such as writing letters that do not correspond to correct initial and ending sounds or writing word clusters without appropriate spacing).
2	Within a student-generated artifact, the student writes words inconsistently or inaccurately when using one-to-one correspondence with the most frequent sound for each consonant.
3	Within a student-generated artifact, the student: <ul style="list-style-type: none"> • writes words with accurate one-to-one correspondence with the most frequent sound for each consonant, AND • writes mostly VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels.
4	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, AND • CCVC and/or CVCC with blends and digraphs.
5	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • CCVC and/or CVCC with blends and digraphs, AND • CVCe.
6	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, AND • common vowel teams, final y, and/or r-controlled vowels.
7	Within a student-generated artifact, the student writes words with: <ul style="list-style-type: none"> • accurate decodable letter-sound relationships including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels, • writes CCVC and/or CVCC with blends and digraphs, • CVCe, • common vowel teams, final y, and/or r-controlled vowels, AND • two- and three- syllable words with combined syllable type.

Kindergarten Informational Scoring Rubric

Option C: With prompting and support, orally identify the main topic and retell key details of a text

2) K.RI.KID.2: With prompting and support, orally identify the main topic and retell key details of a text.

Scoring Notes: K.RI.KID.2 measures the student’s ability to identify the main topic and retell key details of a text from an assigned text through a written artifact along with the use of dictation and/or audio or video. Because the standard states “orally identify,” the student can orally tell about facts that may not be composed by the student on the writing artifact. Oral language precedes written expression, so when scoring student work artifacts through the reading lens, it is important to consider the oral component that is captured through dictation, audio, or video.

The difference among the levels for this standard is the extent to which the student’s use of writing pictures and words, along with dictation and/or audio or video, identifies the main topic and retells key details. As the scoring rubric progresses, evidence shows a more in-depth understanding of how the main topic is developed through subtopics in subsequent paragraphs.

To meet Level 3 (which is end-of-grade expectations), the details must be relevant and important to the main topic. As levels increase, so does the number of relevant and important details and evidence of increased comprehension with the inclusion of a sense of closure in Level 6 and multiple topics in Level 7. It is not necessary for evidence to explicitly state the words “main topic” and “details.” It is critical to stay grounded in the rubric descriptors while scoring but also to think about how students talk about text in natural ways.

Level 3 Performance Level represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group.

0	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that do not identify the main topic, nor any details of the assigned text.
1	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic but do not retell any details of the assigned text.
2	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell one key detail of the assigned text.
3	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell two key details of the assigned text.
4	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text.
5	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text with at least one expanded description of one of the details (e.g., the detail could be that trees grow, and the expanded description could be that they need water, air, and sunshine to grow.)
6	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text with at least one expanded description of one of the details AND include a sense of closure of the assigned text.
7	Within a student-generated writing artifact, with prompting and support, writes words and/or pictures that correctly identify the main topic AND retell three key details of the assigned text with at least one expanded description of more than one of the details AND include a sense of closure of the assigned text.

Kindergarten Informational Scoring Rubric

Option C: With prompting and support, orally identify the main topic and retell key details of a text

3) K.W.TTP.2 With prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.

Scoring Notes: K.W.TTP.2 measures the student’s ability to write informative texts through a student-generated writing artifact, along with dictation. The difference among the levels for this standard is the extent to which the student’s ability to write pictures or words to compose informative/explanatory text is moving towards the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. Student work artifacts that show no additional information, and only name the topic, score at Level 2 because Level 3 (which is end-of-grade expectations) must also include two details. All performance levels above Level 3 increase in details and organization. Level 7 moves to a more formalized paragraph-like writing in which a topic sentence, details, and closing are all present. **Level 3 performance level represents end-of-grade expectations.** Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically.

Because of this, performance levels 6 and 7 are *typically* utilized for student work that is scored at an advancing level at point A because the expectations are beyond grade-level expectations. However, educators will not be penalized for growing students to levels 6 and 7 at point B. Modeling, prompting, and support are developmentally appropriate at each performance level. However, the student writing artifact should be authentically created by the student. Because a combination of drawing, dictating, and/or emergent writing is stated in the standard, dictation can clarify the ideas and message of the student and should be considered when scoring student work. Cases in which the student work submitted does not match the standards measured for either point A, point B, or both will result in a score of 1 for the differentiated group. For example, this integrated ELA option measures the student's ability to explain information about a familiar topic or informational text. If the student writing artifact is written to narrate an event, then the writing artifact does not match the standard.

0	With prompting and support, the student writes with words and/or pictures that do not identify the topic of the assigned text.
1	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with no details about the assigned text.
2	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with one detail about the assigned text.
3	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with two details about the assigned text.
4	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text.
5	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of closure about the topic of the assigned text.
6	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with three details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.
7	Within a student-generated writing artifact, with prompting and/or support, the student writes with words and pictures to identify the topic with four details about the assigned text. AND Includes a sense of introduction and closure about the topic of the assigned text.