# TEAM
# Student Growth Portfolio Rubric
## Pre-Kindergarten
## ELA

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**There are 3 integrated standards for this option:**

1) **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation)

2) **PK.RL.IKI.9** With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story

3) **PK.W.TTP.3** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event

1) **PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

Scoring Notes: PK.FL.PC.1.e measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.**

Level 2 refers to the word scribbles or random strings. *Scribbles* can be defined as marks that appear to be in random order. *Random strings* are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea.

**Level 3 performance 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, the student writes with only pictures with no connection between sounds and initial letters. |
| 1 | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 2 | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 3 | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| 4 | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| 5 | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| 6 | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| 7 | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

# Pre-Kindergarten ELA Literature/Narrative Scoring Rubric
## Option 1: Relate the story

**2) PK.RL.IKI.9: With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another familiar story.**

**Scoring Notes: PK.RL.IKI.9** measures the student's ability to compare and contrast the adventures and experiences of characters in familiar stories through a **student-generated writing artifact** along with the use of dictation and/or audio or video. Because the standard states "orally compare and contrast," the student can orally tell about the similarities and differences 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 *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.

It is not necessary for evidence to explicitly state the words compare or contrast. Because the ideas are generated by the student, age appropriate language will be used by the student to tell about the similarities and differences of characters in a story to a personal experience or to the experiences of characters in another familiar story. 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.

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| **0** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that do **not** relate to characters in a story. |
| **1** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that tell about characters within 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, writes pictures and/or words that addresses **<u>only one</u>** of the following tasks:<br>1) compare **one** similarity about **one character's experiences** to **one** personal experience **OR one** experience of **one** character in another familiar story, **OR**<br>2) contrast **one** difference about **one character's experiences** to **one** personal experience **OR one** experience of **one** character in another familiar story. |
| **3** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **<u>both</u>** of the following tasks:<br>1) compare **one** similarity about **one character's experiences** to **one** personal experience **OR one** experience of **one** character in another familiar story, **AND**<br>2) contrast **one** difference about **one character's experiences to one** personal experience **OR one** experience of **one** character in another familiar story. |
| **4** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **<u>both</u>** of the following tasks:<br>1) compare **one** similarity about of **one character's experiences** to **two** personal experiences **OR two** experiences of **one** character (or one of each) in another familiar story, **AND**<br>2) contrast **one** difference about of **one character's experiences** to **two** personal experiences **OR two** experiences of **one** character (or one of each) in another familiar story. |
| **5** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **<u>both</u>** of the following tasks:<br>1) compare **one** similarity about **one character's experiences** to **three** personal experiences **OR three** experiences of **one** character (or a combination totaling 3) in another familiar story, **AND**<br>2) contrast **one** difference about **one character's experiences** to **three** personal experiences **OR three** experiences of **one** character (or a combination totaling 3) in another familiar story. |
| **6** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **<u>both</u>** of the following tasks:<br>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**<br>2) contrast **one** difference about how **two characters react to an event <u>OR</u> one character's reaction to events** from the beginning to the end of the narrative text. |
| **7** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that address **<u>both</u>** of the following tasks:<br>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**<br>2) contrast **two** 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. |

## Pre-Kindergarten ELA Literature/Narrative Scoring Rubric
## Option 1: Relate the story

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

**Scoring Notes: PK.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. In pre-K, the term "writing", or emergent writing, refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

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 one personal event, or one experience of one character to another character in a familiar 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. 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.*

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| 0 | Within a student-generated writing artifact and with modeling, prompting, and support, writes words and/or pictures (through a combination of drawing, dictating, and emergent writing) that are **off topic**. |
| 1 | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **one detail**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| 2 | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **two details**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| 3 | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **two details in correct sequence** within a single event in a real or imagined story about the assigned text. |
| 4 | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **three details** in **correct sequence** within a single event in a real or imagined story about the assigned text. |
| 5 | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing and emergent writing) to show **three details** in **correct sequence** with **at least one time order word** within a single event in a real or imagined story about the assigned text. |
| 6 | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least two different time order words** within a single event in a real or imagines story about the assigned text. |
| 7 | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least three different time order words** within a single event in a real or imagines story about the assigned text<br>**AND**<br>**provides a reaction to what happened.** |

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**There are 3 integrated standards for this option:**

1) **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation)

2) **PK.RL.KID.3** With prompting and support, orally identify characters, settings, and events from a familiar story

3) **PK.W.TTP.3** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event

**Pre-Kindergarten ELA Literature/Narrative Scoring Rubric**
**Option 2: Identify major characters, settings, and events from a familiar story**

1) **PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

**Scoring Notes: PK.FL.PC.1.e** measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.**

Level 2 refers to the word scribbles or random strings. *Scribbles* can be defined as marks that appear to be in random order. *Random strings* are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea. **Level 3 performance 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. 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, the student writes with only pictures with no connection between sounds and initial letters. |
| **1** | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **2** | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **3** | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| **4** | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| **5** | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| **6** | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| **7** | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

**2) PK.RL.KID.3: With prompting and support, orally identify characters, settings, and events from a familiar story.**

**Scoring Notes: PK.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 the use of dictation, and/or audio or video. Because the standard states "orally identifying the basic characters, settings, and events from a familiar story" along with the use of dictation. Because the standard states "orally identify," the student can orally tell about the characters, settings, and 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 *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 includes characters, settings, and events. It is not necessary for evidence to explicitly state the words "characters," "setting," or "events." 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 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.

**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. 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.

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|---|---|
| **0** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that do not identify the characters, the setting, or the major events in a familiar story. |
| **1** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify **one** of the following things from a familiar story:<br>1) one character,<br>2) the setting (time **or** place), or<br>3) one event. |
| **2** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify **two** of the following things from a familiar story:<br>1) one character,<br>2) the setting (time **or** place), or<br>3) one event. |
| **3** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **three** following things from a familiar story:<br>1) one character,<br>2) the setting (time **or** place), and<br>3) one event. |
| **4** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **four** following things from a familiar story:<br>1) one character,<br>2) one detail about the character,<br>3) the setting (time **or** place), and<br>4) one event. |
| **5** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **four** following things from a familiar story:<br>1) **two** characters,<br>2) one detail about **each** character,<br>3) the setting (time **or** place), and<br>4) **two** major events. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **four** following things from a familiar story:<br>1) two characters,<br>2) at least one detail for **each** character,<br>3) the setting (time **and** place), and<br>4) sequence **three** major events (beginning, middle, and end) of a narrative text. |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **four** following things from a familiar story:<br>1) two characters,<br>2) at least **two** details for **each** character,<br>3) the setting (time **and** place), and<br>4) sequence three major events (beginning, middle, and end) of a narrative text. |

# Pre-Kindergarten ELA Literature/Narrative Scoring Rubric
## Option 2: Identify major characters, settings, and events from a familiar story

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

**Scoring Notes:**

**PK.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. In pre-K, the term "writing", or emergent writing, refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

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 one personal event, or one experience of one character to another character in a familiar 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. 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 and with modeling, prompting, and support, writes words and/or pictures (through a combination of drawing, dictating, and emergent writing) that are **off topic**. |
| **1** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **one detail**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| **2** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **two details**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| **3** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **two details in correct sequence** within a single event in a real or imagined story about the assigned text. |
| **4** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **three details** in **correct sequence** within a single event in a real or imagined story about the assigned text. |
| **5** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing and emergent writing) to show **three details** in **correct sequence** with **at least one time order word** within a single event in a real or imagined story about the assigned text. |
| **6** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least two different time order words** within a single event in a real or imagines story about the assigned text. |
| **7** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least three different time order words** within a single event in a real or imagines story about the assigned text **AND provides a reaction to what happened.** |

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## Pre-Kindergarten ELA Literature/Narrative Scoring Rubric
## Option 3: Retell familiar stories including details

**There are 3 integrated standards for this option:**

1) **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation)

2) **PK.RL.KID.2** With prompting and support, orally retell familiar stories including details

3) **PK.W.TTP.3** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event

1) **PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

**Scoring Notes:**

**PK.FL.PC.1.e** measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term **writing** in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.**

Level 2 refers to the word scribbles or random strings. **Scribbles** can be defined as marks that appear to be in random order. **Random strings** are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea. **Level 3 performance 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, the student writes with only pictures with no connection between sounds and initial letters. |
| **1** | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **2** | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **3** | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| **4** | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| **5** | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| **6** | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| **7** | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

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

**Scoring Notes: PK.RL.KID.2** measures the student's ability to retell familiar stories using details within 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 student's use of writing pictures and words, along with dictation and/or audio/video, to retell a familiar story is moving toward a more detailed and focused understanding of key details found within the beginning, middle, and end of a story. To meet Level 3, the student work artifact, along with dictation or audio/video, retells details from the beginning, middle, and end of the story. Levels beyond Level 3 involve an increase in specific details about the events that occur in the text. 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.

**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 and with prompting and support, writes pictures and/or words that do not relate to the familiar story. |
| 1 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words to retell a familiar story, that includes **one** detail. |
| 2 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words to retell a familiar story that includes **two** details. |
| 3 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to retell a familiar story with **three** details that includes a **beginning, middle, and end in correct sequence.** |
| 4 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) 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 and with prompting and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to retell a familiar story with **five key** details that includes a beginning, middle, and end in correct sequence; **AND** one of the five details is about the setting. |
| 6 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to retell a familiar story with **six key** details that includes a beginning, middle, and end in correct sequence; **AND** one of the six details is about the setting; and one of the six details is about the characters. |
| 7 | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to retell a familiar story with **seven key** details  that includes a beginning, middle, and end in correct sequence; **AND** one of the seven details is about the setting; and one of the seven details is about the characters. |

**3) PK.W.TTP.3: With modeling, prompting and support, use a combination of drawing, dictating, and/or emergent 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. In pre-K, the term "writing", or emergent writing, refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

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 one personal event, or one experience of one character to another character in a familiar 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 and with modeling, prompting, and support, writes words and/or pictures (through a combination of drawing, dictating, and emergent writing) that are **off topic**. |
| **1** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **one detail**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| **2** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) that show **two details**, with **no reference to sequence** within a single event in a real or imagined story about the assigned text. |
| **3** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **two details in correct sequence** within a single event in a real or imagined story about the assigned text. |
| **4** | Within a student-generated writing artifact and with modeling, prompting, and support, writes pictures and/or words (through a combination of drawing, dictating, and emergent writing) to show **three details** in **correct sequence** within a single event in a real or imagined story about the assigned text. |
| **5** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing and emergent writing) to show **three details** in **correct sequence** with **at least one time order word** within a single event in a real or imagined story about the assigned text. |
| **6** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least two different time order words** within a single event in a real or imagines story about the assigned text. |
| **7** | Within a student-generated writing artifact and with prompting and support, writes words and/or pictures (through a combination of drawing, dictating and/or writing) to show **three details in correct sequence** with **at least three different time order words** within a single event in a real or imagines story about the assigned text **AND** **provides a reaction to what happened.** |

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| There are 3 integrated standards for this option: |
|---|
| 1) **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation) |
| 2) **PK.RI.KID.3** With prompting and support, orally identify the connection between information in a text to personal experience or other text |
| 3) **PK.W.TTP.2** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text |

**1) PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

Scoring Notes: PK.FL.PC.1.e measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.** Level 2 refers to the word scribbles or random strings. *Scribbles* can be defined as marks that appear to be in random order. *Random strings* are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea. **Level 3 performance 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, the student writes with only pictures with no connection between sounds and initial letters. |
| 1 | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 2 | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 3 | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| 4 | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| 5 | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| 6 | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| 7 | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

# Pre-Kindergarten ELA Informational/Explanatory Scoring Rubric
## Option A: Connect informational text to personal experience or other text

**2)  PK.RI.KID.3: With prompting and support, orally identify the connection between information in a text to personal experience or other text.**

**Scoring Notes:**

**PK.RI.KID.3** measures the student's ability to identify the connection between information in a text to a personal experience or other text through a student-generated writing artifact along with the use of dictation and/or audio/video. Because the standard states "orally identify," the student can tell about the connection between information in a text to a personal experience or other text 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/or words (along with dictation and/or audio or video) gives reasons that identify connections (either text-based or from personal experiences) to support thinking about the informational text.

To meet level 3 (end-of-grade expectations), the student work artifact must tell about a connection that shows a clear relationship to the text by relating it to a personal experience or another text. Beyond level 3, student work artifacts show an increase in number and relevancy of connections.

It is not necessary for evidence to explicitly state the words "connection" or "personal experience." 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 and with prompting and support, the student writes pictures and/or words that do **not** relate to a personal experience or the assigned text. |
| **1** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to **name** a topic or concept (using only one or two words) within an assigned text **without relating** it to a personal experience or other text. |
| **2** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to **tell about** a topic or concept (using more than one or two words) within an assigned text **without relating** it to a personal experience or other text. |
| **3** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic or concept within an assigned text <br> **AND** <br> relates to that topic by naming **one personal connection** OR **one connection to another tex**t. |
| **4** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic or concept within an assigned text <br> **AND** <br> relates to that topic by naming **two** personal connections OR **two** connections to another text (or one of each). |
| **5** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic or concept within an assigned text <br> **AND** <br> relates to that topic by naming **three** personal connections with a **detail** related to the topic **OR three** connections to another text with a **detail** (or a combination totaling three)**.** |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic or concept within an assigned text <br> **AND** <br> relates to that topic by naming **three** personal connections with **two details** related to the topic OR **three** connections to another text with **two details** (or a combination totaling three)**.** |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic or concept within an assigned text <br> **AND** <br> relates to that topic by naming **three** personal connections with **three details** related to the topic **OR three** connections to another text with **three details** (or a combination totaling three)**.** |

3) **PK.W.TTP.2: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text**

**Scoring Notes:**

**PK.W.TTP.2** measures the student's ability to explain information about a familiar topic or informational text 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 toward the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. The term "writing" in pre-K refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

To "explain information," a student writer must tell, draw, or write more than just one word or two, which is considered to be "naming." The phrase "explain information" is referred to as "tell about the topic" in the scoring rubric.

**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.

**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 and with modeling, prompting, and support, the student writes pictures and/or words that **do not relate** to the assigned text. |
| **1** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **name** a word in isolation about the assigned text. |
| **2** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell about** the topic (using more than one or two words) of the assigned text. |
| **3** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell** about the topic <br> **AND** <br> includes **one fact** about the assigned text. |
| **4** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **two facts** about the assigned text. |
| **5** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **three facts** about the assigned text. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** about the assigned text. |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** <br> **AND** <br> a sense of **closure** about the assigned text. |

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**There are 3 integrated standards for this option:**

| | |
|---|---|
| 1) | **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation) |
| 2) | **PK.RI.IKI.9** With prompting and support, orally identify basic similarities and differences between two texts on the same topic |
| 3) | **PK.W.TTP.2** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text |

**Pre-Kindergarten ELA Informational/Explanatory Scoring Rubric**
**Option B: Identify basic similarities and differences between two texts on the same topic**
1)  **PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

**Scoring Notes:**

**PK.FL.PC.1.e** measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.**

Level 2 refers to the word scribbles or random strings. *Scribbles* can be defined as marks that appear to be in random order. *Random strings* are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea. **Level 3 performance 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, the student writes with only pictures with no connection between sounds and initial letters. |
| 1 | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 2 | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| 3 | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| 4 | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| 5 | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| 6 | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| 7 | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

**Pre-Kindergarten ELA Informational/Explanatory Scoring Rubric**
**Option B: Identify basic similarities and differences between two texts on the same topic**
2) **PK.RI.IKI.9: With prompting and support, orally identify basic similarities and differences between two texts on the same topic.**

**Scoring Notes:**

**PK.RI.IKI.9** measures the student's ability to identify basic similarities and differences between two texts on the same topic through a student-generated writing artifact along with the use of dictation and/or audio and video. Because the standard states "orally identify," the student can tell about the basic similarities and differences between two texts on the same topic 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/or words (along with dictation and/or audio or video) tells about the similarities and differences between books on the same topic is moving toward a more in-depth understanding that books on the same topic can share similar

and different information according to the approach that the author takes. To meet level 3 (end-of-grade expectation), student work writing artifacts must name one basic similarity and one basic difference. Levels increase as student work artifacts include more relevant details about what is the same and what is different.

Naming a similarity and difference within books on the same topic will vary and may be expressed in different ways according to the task. The words "similarity" and "difference" do not have to be used in the student-generated writing artifact to show evidence of the standard. Students at this developmental stage usually say the words "alike" and "different," which is acceptable evidence.

**Level 3 performance descriptors reflect 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 and with prompting and support, the student writes pictures and/or words unrelated to either texts on the same topic. |
| **1** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about a topic in one or more of the texts, **but does not** identify a similarity or difference between two texts on the same topic. |
| **2** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that name either **one** basic similarity **OR one** basic difference, but **does not** identify both a similarity and a difference between two texts on the same topic. |
| **3** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that name **one basic** similarity **AND one basic** difference between two texts on the same topic. |
| **4** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that name **more than one** basic similarity **AND more than one** basic difference between two texts on the same topic. |
| **5** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that name **more than one** basic similarity **AND** more than one basic difference, along with either an **additional detail** for **one** similarity **OR** an **additional detail** for one difference, between two texts on the same topic. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words that name **more than one** basic similarity **AND** more than one basic difference, along with either an **additional detail** for **one** similarity **AND** an **additional detail** for one difference, between two texts on the same topic. |
| **7** | Within a student-generated writing artifact and with prompting and support, writes pictures and/or words that name **more than one** basic similarity **AND** more than one basic difference, along with either an additional detail for **each** similarity **AND** an additional detail for **each** difference, between two texts on the same topic. |

3) **PK.W.TTP.2: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text**

**Scoring Notes:**

**PK.W.TTP.2** measures the student's ability to explain information about a familiar topic or informational text 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 toward the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. The term "writing" in pre-K refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

To "explain information," a student writer must tell, draw, or write more than just one word or two, which is considered to be "naming." The phrase "explain information" is referred to as "tell about the topic" in the scoring rubric.

**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.

**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 and with modeling, prompting, and support, the student writes pictures and/or words that **do not relate** to the assigned text. |
| **1** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **name** a word in isolation about the assigned text. |
| **2** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell about** the topic (using more than one or two words) of the assigned text. |
| **3** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell** about the topic <br> **AND** <br> includes **one fact** about the assigned text. |
| **4** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **two facts** about the assigned text. |
| **5** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **three facts** about the assigned text. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** about the assigned text. |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** <br> **AND** <br> a sense of **closure** about the assigned text. |

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## Pre-Kindergarten ELA Informational/Explanatory Scoring Rubric
## Option C: Identify a main topic and retell details of texts, discussions, and activities

**There are 3 integrated standards for this option:**

1) **PK.FL.PC.1.e** Demonstrate understanding of the organization and basic features of print; distinguish between pictures and words (through representation)

2) **PK.RI.KID.2** With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities

3) **PK.W.TTP.2** With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text

**1) PK.FL.PC.1.e: Demonstrate understanding of the organization and basic features of print; e. distinguish between pictures and words [through representation].**

**Scoring Notes:**

**PK.FL.PC.1.e** measures the extent to which a pre-K student's use of pictures or words to show understanding of basic features of print is moving toward more written letters or words with connections of sounds to letters. Noticing the student's use of squiggles, letter-like formations, letter strings, letters and corresponding sounds, and mock words within the writing piece is critical in this rubric. This rubric measures developmental/emergent writing through picture and/or beginning words; therefore, students are generating their own "written" message at various stages of development as they respond to the task driven by the integrated reading standard. The term *writing* in pre-K refers to all the ways 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 understand the messages can be shared through pictures, letter-like formations, mock words, etc.

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.**

Level 2 refers to the word scribbles or random strings. *Scribbles* can be defined as marks that appear to be in random order. *Random strings* are controlled scribbles or scribbles that are repeated and may be in rows. Level 3 moves to strings of letter-like formations and mock words that have some sound spelling to generate beginning sounds in mock words.

Prompting and support are not written within the standard; therefore, this scoring rubric measures the student's **independent** approach to developmental/emergent writing to express an idea. **Level 3 performance 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, the student writes with only pictures with no connection between sounds and initial letters. |
| **1** | Within a student-generated writing artifact, the student writes **in scribbles, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **2** | Within a student-generated writing artifact, the student writes **in random strings** (controlled scribbles or scribbles that may be repeated or in rows)**, not yet** connecting sounds to initial or ending letters, to show the distinction between pictures and words. |
| **3** | Within a student-generated writing artifact, the student writes **strings of letter-like formations and mock words with some evidence** of connecting sounds to the initial or ending letters of a mock word to show the distinction between pictures and words. |
| **4** | Within a student-generated writing artifact, the student writes **groups of real or mock words with evidence** of connecting sounds to both the **initial** and **ending letters** with some words written from **left to right and top to bottom** on the page to show the distinction between pictures and words. |
| **5** | Within a student-generated writing artifact, the student writes groups of words with **natural spaces and in natural lines** (left to right, top to bottom), and use **invented spelling** written from left to right and top to bottom of the page. |
| **6** | Within a student-generated writing artifact, the student writes words with **accurate one-to-one correspondence with the most frequent sound** for each consonant and **writes words** VC (at, it), CVC (pet, mud), and CV (be, go) words with long vowels. |
| **7** | Within a student-generated writing artifact, the student writes words with **accurate decodable letter-sound relationships** including VC (at, it), CVC (pet, mud), and/or CV (be, go) words with long vowels and CCVC and CVCC words with blends and digraphs. |

**Pre-Kindergarten ELA Informational/Explanatory Scoring Rubric**
**Option C: Identify a main topic and retell details of texts, discussions, and activities**
2) **PK.RI.KID.2: With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.**

**Scoring Notes:**

**PK.RI.KID.2** measures the student's ability to identify a main topic and retell details of texts, discussions, and activities through a student-generated writing 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 a main topic and retells about texts, discussions, and activities. To meet level 3, the student work artifact, along with dictation and/or audio or video, must identify

the main topic and retell two general facts related to the assigned texts, discussions, and activities. Beyond level 3, student work artifacts show an increase in number and relevancy of connections. 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 and with prompting and support, the student writes pictures and/or words that are **not** on the same topic as the assigned text. |
| **1** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words **identifying** the main topic of the assigned text, but gives no details. |
| **2** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to **identify the main topic** **AND** retells **one** general detail related to the assigned text, discussions, and/or activities. |
| **3** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the **main topic** **AND** retells **two** general details related to the assigned text, discussions, and/or activities. |
| **4** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the main topic **AND** retells **three** general details related to the assigned text, discussions, and/or activities. |
| **5** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the main topic **AND** retells **four** general details related to the assigned text, discussions, and/or activities. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the main topic **AND** retells **four** general details related to the assigned text, discussions, and/or activities **AND** provides **one expanded description** about 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.). |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to identify the main topic **AND** retells **four** general facts related to the assigned text, discussions, and/or activities **AND** provides more **than one** expanded description about 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.) |

3) **PK.W.TTP.2: With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text**

**Scoring Notes:**

**PK.W.TTP.2** measures the student's ability to explain information about a familiar topic or informational text 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 toward the ability to write or draw with a focused topic, supportive facts, and conclusions that present information clearly. The term "writing" in pre-K refers to all ways that a student may express their ideas—through speaking, dramatic play, drawing, emergent writing, and other hands-on ways.

To "explain information," a student writer must tell, draw, or write more than just one word or two, which is considered to be "naming." The phrase "explain information" is referred to as "tell about the topic" in the scoring rubric.

**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.

**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 and with modeling, prompting, and support, the student writes pictures and/or words that **do not relate** to the assigned text. |
| **1** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **name** a word in isolation about the assigned text. |
| **2** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell about** the topic (using more than one or two words) of the assigned text. |
| **3** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to **tell** about the topic <br> **AND** <br> includes **one fact** about the assigned text. |
| **4** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **two facts** about the assigned text. |
| **5** | Within a student-generated writing artifact and with modeling, prompting, and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **three facts** about the assigned text. |
| **6** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** about the assigned text. |
| **7** | Within a student-generated writing artifact and with prompting and support, the student writes pictures and/or words to tell about the topic <br> **AND** <br> includes **four facts** <br> **AND** <br> a sense of **closure** about the assigned text. |