# K-2 Illustrated Beginning Writer's Rubric

## Ideas

### Exceptional

- The Big idea is clear and original; the topic is narrowed
- Supporting details are relevant, accurate and specific
- Pictures, graphs, charts (if present) enhance the text
- Focus: The writing stays on topic
- Development is generous and complete

### Experienced

- The Big idea is clear; the topic is narrowed
- Supporting details are relevant, logical and mostly accurate
- Pictures, graphs, charts (if present) clarify the text
- Focus: Usually stays on topic
- Development is complete

### Capable

- The Big idea is clear, but general—a simple story or explanation
- Support is present in the text
- Pictures (if present) support the text
- Focus: Generally on topic, with a few missteps
- Development is adequate

### Developing

- The Big idea is stated in text
- Support is minimal
- Pictures (if present) offer supporting details
- Focus: Limited to one sentence (or repeats the same idea)
- Development is simplistic

### Emerging

- Idea(s) are conveyed in a general way through text, labels, symbols
- Support: Not present in the text
- Pictures: Connect with a word, label, symbol
- Focus: Unclear or extremely limited
- Development: Not present

### Beginning

- Ideas are unclear; print sense is just beginning
- Support: Not present
- Pictures: Not clear
- Focus: Not present
- Development: Not present
<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Description</th>
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</thead>
</table>
| EXCEPTIONAL 6 | - The structure showcases the main idea  
- Pictures (if present) enhance the text  
- Transitions are smooth and varied  
- Sequencing shows planning for impact  
- An inviting lead and a developed ending are present  
- Format assists reader orientation |
| EXPERIENCED 5 | - The structure is easy to follow  
- Pictures (if present) clarify the text  
- Transitions are somewhat varied  
- Sequencing is sound  
- An inviting lead and a concluding sentence are present  
- Format is clear |
| CAPABLE 4 | - Structure is clearly present and complete in a predictable manner  
- Pictures (if present) show thoughtful placement of elements  
- Transitions work in a predictable fashion  
- Sequencing may take a circuitous route, but reader can follow  
- A beginning, middle and predictable ending are present (“The end”)  
- Format is generally accurate in placement of elements |
| DEVELOPING 3 | - A structure is present  
- Picture elements are placed logically  
- Transitions are missing or rely upon connectives (“and” “and then”)  
- Sequencing: Not present or confusing  
- A bare beginning and middle are present—no end  
- Text and pictures are generally formatted correctly on the page |
| EMERGING 2 | - Structure is starting to emerge  
- Pictures show attempts to order /balance elements  
- Transitions: Not present  
- Sequencing: Not present  
- A beginning is attempted—no middle or end  
- Formatting signs emerging (left-right orientation, picture and text placement, spacing) |
| BEGINNING 1 | - Structure is not present  
- Picture elements are random, scattered or unbalanced  
- Sequencing and transitions not present  
- Beginning or ending not present  
- Format clues: Not present |
### Voice

<table>
<thead>
<tr>
<th>Exceptional</th>
<th>Experienced</th>
<th>Capable</th>
<th>Developing</th>
<th>Emerging</th>
<th>Beginning</th>
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</thead>
<tbody>
<tr>
<td><strong>6</strong></td>
<td><strong>5</strong></td>
<td><strong>4</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>1</strong></td>
</tr>
<tr>
<td>- Exceptional expression of feeling, commitment to topic&lt;br&gt;- Pictures (if present) enhance the mood, atmosphere, point of view&lt;br&gt;- Exceptional audience awareness is present; compelling to read&lt;br&gt;- Unmistakably individual, sincere—unique expression</td>
<td>- The writer’s feelings about the subject are loud and clear&lt;br&gt;- Pictures (if present) enrich the mood, atmosphere&lt;br&gt;- Engages the audience (“Did you know?”)&lt;br&gt;- Individual and sincere expression</td>
<td>- Identifiable feeling(s) are present in the writing&lt;br&gt;- Pictures (if present) capture the atmosphere or mood in a general way&lt;br&gt;- Audience awareness is present&lt;br&gt;- The individual emerges from the text</td>
<td>- Feeling is expressed in a few words /punctuation (“fun”- “like”- “favorite”, underline exclamation point)&lt;br&gt;- Pictures show expression in faces and details&lt;br&gt;- Audience awareness is present in a general way&lt;br&gt;- Individual expression is present</td>
<td>- A general feeling is captured in words and/or pictures&lt;br&gt;- Pictures capture a mood, simple emotion or action&lt;br&gt;- Audience awareness: Not yet present or clear&lt;br&gt;- Individual expression is emerging</td>
<td>- Not enough text is present to convey a mood or feeling&lt;br&gt;- Pictures are hard to interpret&lt;br&gt;- Audience awareness is not yet present&lt;br&gt;- Individual expression is not present</td>
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</tbody>
</table>
# Word Choice

<table>
<thead>
<tr>
<th>Level</th>
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</table>
| **Exceptional** 6 | - The text is comprised of words that convey a complete message  
- Word choice includes striking, memorable phrases  
- Vocabulary reflects precision and accuracy  
- Repetition is rarely present |
| **Experienced** 5 | - The text alone conveys the message in several words  
- Word choice contains moments of sparkle; everyday words used well  
- The vocabulary is expanding  
- Repetition occurs infrequently |
| **Capable** 4 | - The words stand on their own to convey a simple message  
- Words are basic and used correctly  
- Vocabulary is mostly routine, with a few experiments  
- Some repetition is present |
| **Developing** 3 | - Word groups, phrases convey the topic with some help from pictures  
- Word choice makes sense  
- Vocabulary is limited to “known” or “safe” words  
- Repetition of “safe” words and phrases |
| **Emerging** 2 | - A few words begin to emerge  
- Word choice is difficult to decode  
- Vocabulary relies upon environmental print  
- Repetition: May repeat letters, alphabet, name, etc. |
| **Beginning** 1 | - No words are present (imitative writing)  
- Word choice: Not present  
- Vocabulary: Not present  
- Repetition: Inconsistent letter shapes, imitative writing or none |
<table>
<thead>
<tr>
<th>Level</th>
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<tbody>
<tr>
<td><strong>EXCEPTIONAL</strong></td>
<td>• Several sentences are present that vary in structure and length</td>
</tr>
<tr>
<td><strong>6</strong></td>
<td>• Sentence beginnings are varied</td>
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<tr>
<td></td>
<td>• Rhythm is fluid and pleasant to read aloud</td>
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<tr>
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<td>• Connective words work smoothly</td>
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<tr>
<td><strong>EXPERIENCED</strong></td>
<td>• Several sentences are present and employ more than one sentence pattern</td>
</tr>
<tr>
<td><strong>5</strong></td>
<td>• Sentence beginnings are varied</td>
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<tr>
<td></td>
<td>• Rhythm is more fluid than mechanical—easy to read aloud</td>
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<td></td>
<td>• Connective words do not interfere with the fluency</td>
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<tr>
<td><strong>CAPABLE</strong></td>
<td>• The writing provides a limited sampling of sentence patterns</td>
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<tr>
<td><strong>4</strong></td>
<td>• Sentences do not always begin the same way</td>
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<tr>
<td></td>
<td>• Rhythm is more mechanical than fluid</td>
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<tr>
<td></td>
<td>• Connective words show some variation</td>
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<tr>
<td><strong>DEVELOPING</strong></td>
<td>• Most of a sentence is present, decodable in the text (“Like bunne becuz ther riree Fas”)</td>
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<tr>
<td><strong>3</strong></td>
<td>• Sentences begin the same way (“I like . . .”)</td>
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<td></td>
<td>• Rhythm is choppy and repetitive</td>
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<td></td>
<td>• Connective transitions serve as links between phrases (“and” “then” etc.)</td>
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<tr>
<td><strong>EMERGING</strong></td>
<td>• Part of a sentence may be present (“Cus it is clu”)</td>
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<tr>
<td><strong>2</strong></td>
<td>• A word or phrase may be repeated across the page to form the text</td>
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<tr>
<td></td>
<td>• Rhythm is not present</td>
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<tr>
<td></td>
<td>• Connective words may appear in sentence parts</td>
</tr>
<tr>
<td><strong>BEGINNING</strong></td>
<td>• No sentences or sentence parts are present in the text</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>• The marks, lines or scribbles may imitate writing from left to right</td>
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<tr>
<td></td>
<td>• Words stand alone</td>
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<td></td>
<td>• Connectives: Not present</td>
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</tbody>
</table>
## CONVENTIONS

**EXCEPTIONAL 6**
- **Capitalization:** Accurate for sentence beginnings, proper names, titles
- **Punctuation:** End punctuation, commas in series, other varied uses for stylistic effect
- **Spelling:** Grade level words and "hard" words spelled logically, if not accurately
- **Grammar and usage:** Accurate
- **Paragraphing:** Consistent indentation for paragraphs

**EXPERIENCED 5**
- **Capitalization:** Capitals for sentence beginnings, proper names, titles usually correct
- **Punctuation:** End punctuation usually correct—some varied uses present
- **Spelling:** Usually accurate for grade level words
- **Grammar and usage:** Usually accurate
- **Paragraphing:** First line indented

**CAPABLE 4**
- **Capitalization:** Capitals for beginning sentence, names, titles in evidence
- **Punctuation:** End punctuation is present
- **Spelling:** High use grade level words mostly correct; phonetic spelling easy to decode
- **Grammar and usage:** Subject/verb agreement, tense, still spotty
- **Paragraphing:** Spotty, or not present

**DEVELOPING 3**
- **Capitalization:** Beginning sentence, names, title still inconsistent
- **Punctuation:** Period or other punctuation is present somewhere
- **Spelling:** Phonetic spelling decodable; accurate spelling of some words
- **Grammar and usage:** A grammatical construction is present, but missing parts
- **Paragraphing:** Not present

**EMERGING 2**
- **Capitalization:** Random use of upper and lower case letters
- **Punctuation:** None or random
- **Spelling:** Phonetic, some decodable and/or simple words spelled correctly
- **Grammar and usage:** Part of a grammatical construction is present
- **Paragraphing:** Not present

**BEGINNING 1**
- **Capitalization:** Print sense still emerging
- **Punctuation:** None
- **Spelling:** Pre-phonetic or not present
- **Grammar and usage:** Not present
- **Paragraphing:** Not present

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**Example Paragraphs:**

**EXCEPTIONAL**

*Friend's Name:*

A friend is someone you play with at recess. You need to have at least one or two things in common. I have to share this and if you are a 'T' reader and your friend wants to play, I'm not going to say you can't play. A friend is someone who does not get on your nerves or get on your nerves to the point, that you say, "You keep it, shut it!" I love to play with my friends. They are my best friends! They are really fun to be around. We go out and do things together. We go to the park and play. We play games and I enjoy spending time with my friends.

**EXPERIENCED**

*Friend's Name:*

I went to the zoo and saw an elephant. It was gray and I have never seen a baby elephant before. It was cute and it makes me think of a milk truck.

**CAPABLE**

*Friend's Name:*

I like to visit Oregon because I like to visit my aunt. I like to get the big tan leaves that she has. I like to jog the path that we can walk in and play games in the house with Auntie.

**DEVELOPING**

*Friend's Name:*

My favorite place is my garage because I play with my kites and we s.o. still to play our side. My friends have me open up the school and she says the meaning and she read to me, she made me feel warm. When I feel warm, she says the meaning.