

## Guidelines for Kindergarten School-Wide Writing

- Provide parents with the recommended kindergarten prompts for the chosen writing genre. Parents can also make up their own prompt for the chosen writing genre.
- The expectations for what kindergarteners produce are different from the fall to spring school-wide writing. (See 4 point rubric on page 2.)
- The focus on responding to the prompt should be for students to demonstrate their understanding and ideas through drawing (fall) and through drawing and invented or real spelling (spring).
- Parents are encouraged to use the kindergarten writing prompt templates (pages 3, 4 & 5\*) that allow for students to draw a single picture, two related pictures or three related pictures. Using another template or a blank sheet of paper is also acceptable.
- For the school-wide writing prompts, please remind parents that students should produce their own work. Parents can brainstorm and support students through conversation, but this sample should be a student's own work. This means students should not copy a sentence that the parent wrote for them on their work sample.
- In order for ESs to score the sample, parents can ask students to explain their drawings and parents can write what the student said below the picture or on the back of the sample. An ES can also solicit information about their work sample and scribe.

*\*The three panel template is ideal for retelling the beginning, middle and end of story or relaying information or for explaining a sequence. The two panel template is ideal for an opinion piece that asks students to state their opinion about 2 things, or for or relaying information or a sequence. The single panel template can also be used for informational, narrative or opinion writing.*

## Fall Writing Rubric - Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus</b>	Student's drawing and/or writing address the prompt, and there are some or many details. Student's written or parent-scribed response completely addresses the prompt.	Student's drawing and/or writing (including invented letters) address the prompt, and there are some details. Student's response (their own writing or scribed by parent) addresses the prompt.	Student's drawing and/or writing (including invented letters) address the prompt, but there may be few details. Student's response (which may be scribed by parent) mostly addresses the prompt.	Student's drawing and/or writing (including invented letters) do not appear to address the prompt, or there is so little drawn that the message is indiscernible. Student's response (scribed by parent) minimally or fails to address the prompt.
<b>Organization</b>  Writing or dictation should be at least 2 sentences.	There is evidence of at least 1 idea and 2 supporting details that can be demonstrated through drawings or dictation (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is written by student or scribed by parent follows a logical sequence.	There is evidence of at least 1 idea and 1-2 supporting details that can be demonstrated through drawings or dictation (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is written by student or scribed by parent follows a logical sequence.	There may be some evidence of at least 1 idea and 1 supporting detail that can be demonstrated through drawings or dictation (e.g.: 2 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is scribed by parent may follow a sequence.	Drawings/invented spelling do not indicate sequence or clear message. What is scribed by parent minimally or fails to follow a logical sequence.
<b>Language Conventions</b>	In addition to drawing, student includes real letters, and a combination of sight words and phonetically regular words. Student writes at least one complete sentence*. Capitals and periods may be present. Letters are written correctly and there may be spaces between words. <b>*In order for a kindergartener to score a 4, there must be at least one sentence written by student and at least one scribed by parent. Invented spelling is acceptable.</b>	In addition to drawing, some real letters and phonetically regular words are most likely present.  <b>*A kindergartener can score a 3 with some letters or written words (including invented spelling) and at least 2 parent-scribed sentences.</b>	Student mostly draws/uses invented spelling. Student may also write a few real letters and strings of real or invented letters that resemble words. What is scribed the parent does not have sufficient details (2 sentences or less)	Student only draws/uses invented spelling. Student may also only write single real or invented letters. There may be nothing scribed by parent or possibly one sentence.

## Spring Writing Rubric - Kindergarten

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus</b>	Student's drawing and writing address the prompt, and there are some or many details. Student's written response completely addresses the prompt.	Student's drawing and/or writing address the prompt, and there are some details. Student's response (their own writing or scribed by parent) addresses the prompt.	Student's drawing and/or scribbles address the prompt, but there may be few details. Student's response (their own writing or scribed by parent) mostly addresses the prompt.	Student's drawing and/or writing do not appear to address the prompt, or there is so little drawn that the message is indiscernible. Student's response (scribed by parent) minimally or fails to address the prompt.
<b>Organization</b> <i>Writing or dictation should be at least 3 sentences.</i>	There is evidence of at least 1 idea and 2-3 supporting details that can be demonstrated through drawings or dictation (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is written by student makes sense.	There is evidence of at least 1 idea and 1-2 supporting details that can be demonstrated through drawings or dictation (e.g.: 2-3 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is written by student and scribed by parent follows a logical sequence.	There may be some evidence of one idea and 1 supporting detail (e.g.: 2 parts of a story are drawn or in an opinion sample, student draws a picture about what they like and what they do not like.) What is scribed by parent may follow a sequence.	Drawings/scribbles/letters do not indicate sequence or clear message. What is scribed by parent minimally or fails to follow a logical sequence.
<b>Language Conventions</b>	In addition to drawing, student writes at least two sentences with some to most sight words and phonetically regular words spelled correctly. Capitals and periods are mostly present and there are spaces between words. <i>*In order for a kindergartener to score a 4, there must be at least two sentences written by student and at least 1 sentence scribed by parent.</i>	In addition to drawing, student writes at least one sentence with some sight words and phonetically regular words spelled correctly. Capitals and periods may be present and there are most often spaces between words. <i>*In order for a kindergartener to score a 3, there must be at least one sentence (invented spelling for some words is ok) written by student and at least 2 sentences scribed by parent.</i>	Student mostly draws and uses invented spelling. Student may also write a few real letters and strings of real or invented letters that resemble words. What is scribed the parent does not have sufficient details (2 sentences or less)	Student only draws or mostly use invented spelling. There may or may not be evidence of capital letters, periods, and spaces between words. There may or may not be 1 sentence scribed by parent.

# Kindergarten Writing Prompt Template

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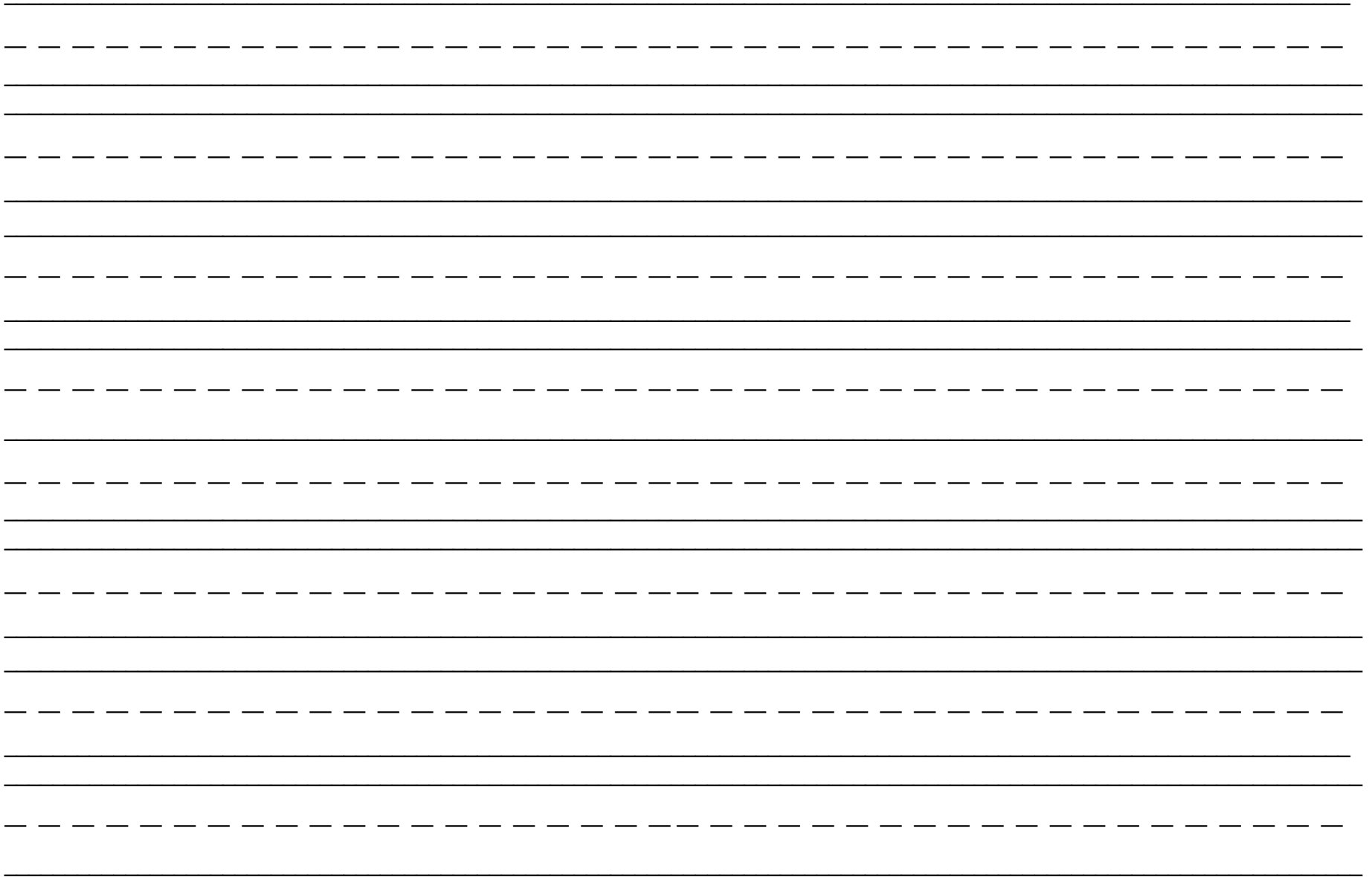
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Kindergarten Writing Prompt Template

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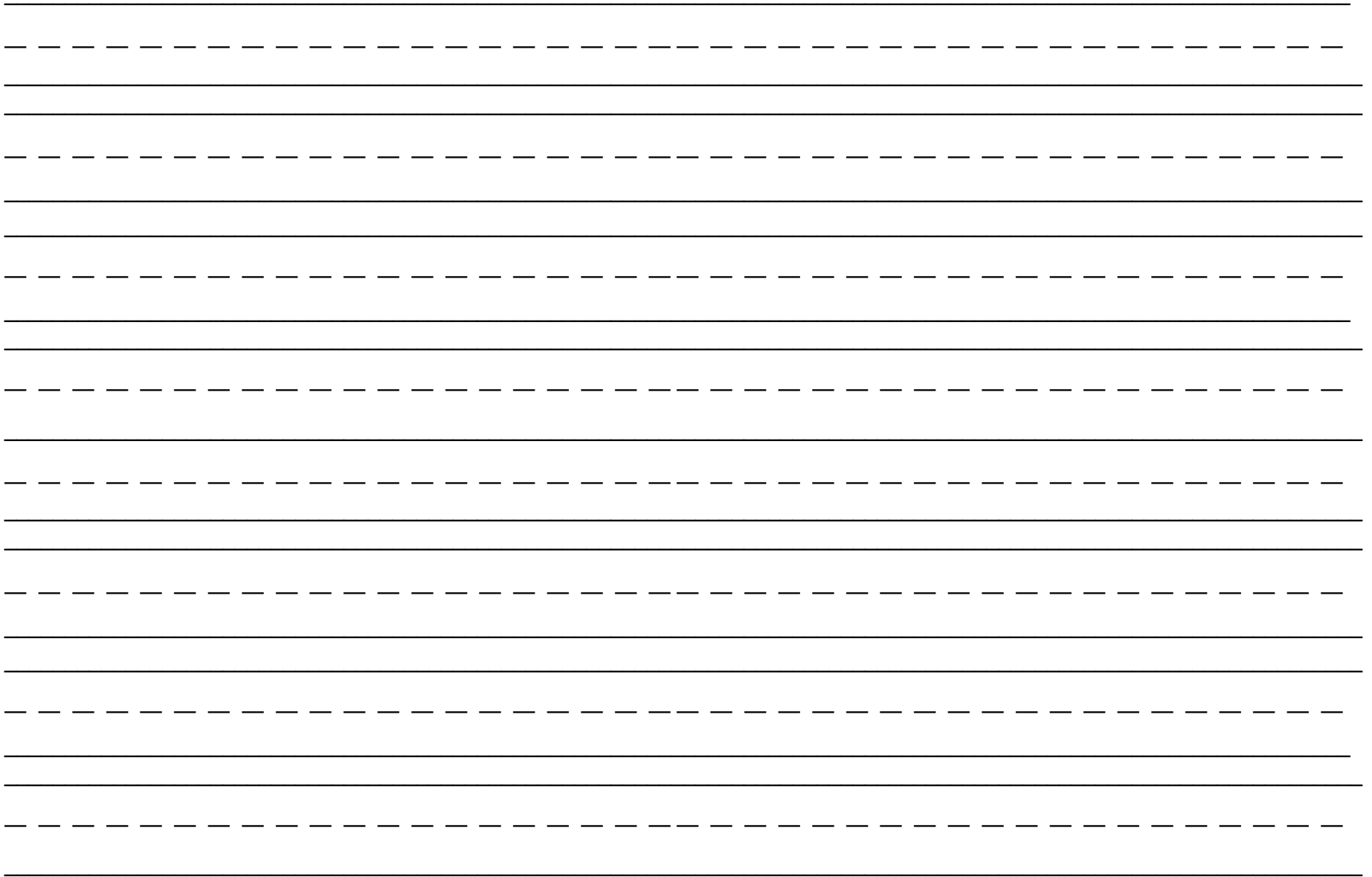
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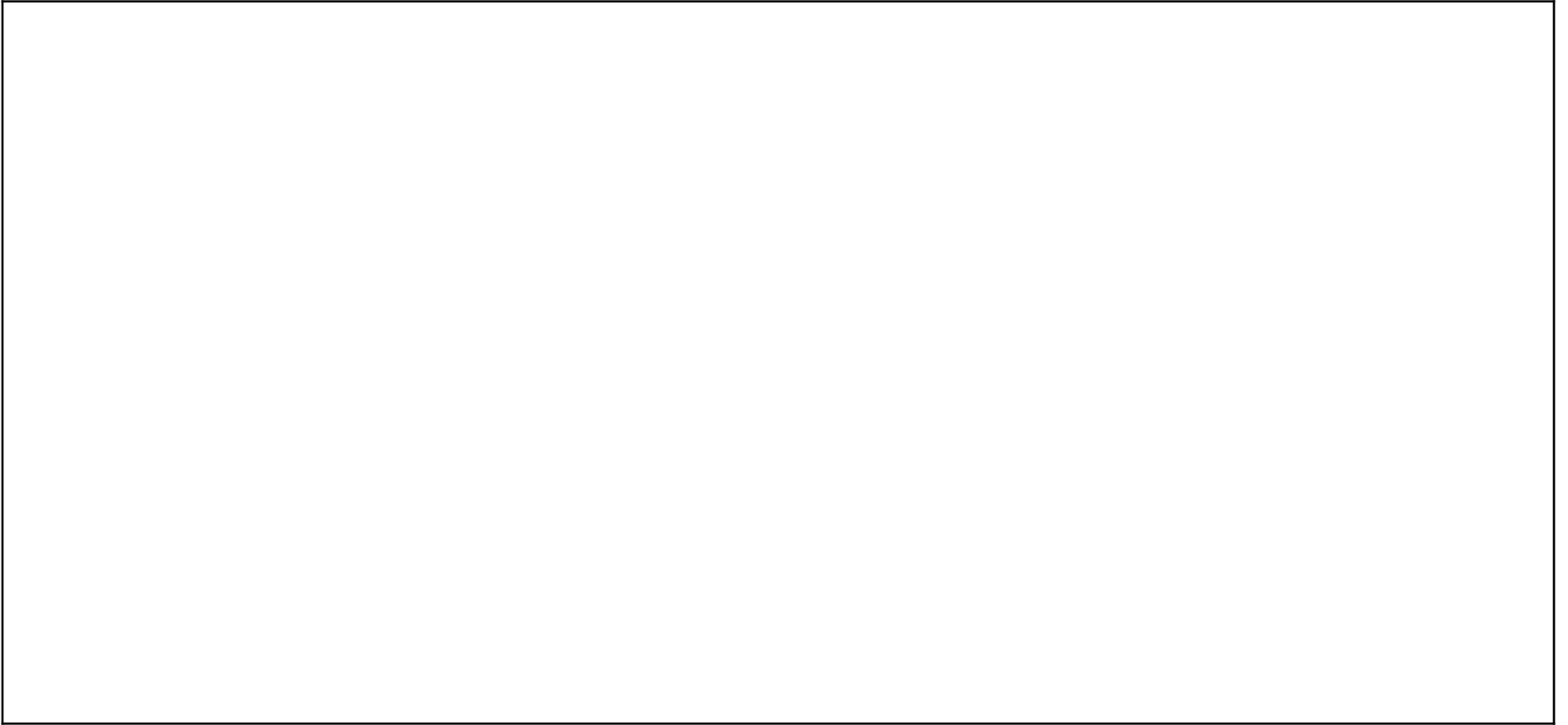
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Kindergarten Writing Prompt Template



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