

BERLIN GRADES K-2 WRITING RUBRIC

(Revised 4/15/08)

	1: Experimenting	2: Emerging	3: Early	4: Developing	5: Fluent
Ideas The meaning and development of the message	Uses scribbles or pictures for writing. Oral interpretation needed. Imitates text with line forms. Mock letters. Limited meaning present	Recognizable letters. Words are attempted. Begins labeling. Drawings show detail. Pictures carry more meaning than letters or words	Letters and words generally correct. Attempts to create a story. Meaning is recognizable.	Text carries out meaning. Illustrations enhance. Text stands alone. Obvious key ideas. May contain extraneous information.	Expresses thought clearly in writing. Presents a fresh, original idea. Topic narrow. One clear, main idea. Supports with interesting details.
Organization The internal structure of the piece	Not grouped. Not in any order. No beginning/end. Sloppy, random placement of letters/pictures	Placement of pictures shows balance. Begins to group like words/pictures. Transitions haphazard. Begins sequencing	A title is present (if requested). Order begins to be logical. Beginning but no ending. Basic sequence evident. Some transitions work better than others. Pacing attempted.	An appropriate title is present (if requested). Grouped logically. Beginning works well and attempts ending. Transitions present and somewhat effective. Pacing still needs work.	An original title (if requested). Easy to follow. The opening attracts and attempts effective ending. Transitions connect main ideas. Pacing is evident and effective
Voice The way the writer brings the topic to life	Work is similar to everyone else's. Unclear response to task. No awareness of audience. No evidence of individual perspective.	Captures more feeling in drawings than letters/words. Hints of voice present in words and phrases. More routine than individual.	Expresses predictable feelings. Moments of individual sparkle, then hides. Reader has limited connection to writer. Repetition of familiar ideas.	Individual perspective evident. Writes to convey story or ideas. Attempts non-standard point of view.	Uses text to elicit a variety of emotions. Takes some risks to say more. Point of view is evident. Writes to a specific audience. Cares about topic.
Word Choice Specific vocabulary the writer uses to convey the meaning	Pictures stand for words and phrases. Writes letters in strings. Imitates word patterns. Reader needs help to translate.	Recognizable words used in context. Uses simple words.	Uses ordinary words. Settles for words that "will do". Attempts new/longer words, but they don't always fit.	Uses favorite words correctly. Uses some new words. Attempts descriptive words. Tries to use words for specificity (Nike/shoe).	Words used well. Precise, accurate, fresh words. Vivid images. Avoids repetition, clichés. Uses multiple parts of speech: nouns, verbs, adjectives.
Sentence Fluency The way the words and phrases flow throughout the text	Pictures and text not coordinated across page. Mimics letters/words. Patterns not evident. Imitation text only.	Strings words into phrases. Words, labels, lists stand alone. Attempts simple sentences, but becomes repetitive. Oral reading is choppy and must be reread to follow meaning.	Uses simple sentences that begin the same. Long sentences ramble. Dialogue present, but isn't clear. Connections overused.	Simple and compound sentences present. Attempts complex sentences. Not all sentences begin the same. Phrasing works.	Consistently uses sentence variety. Sentence structure is correct and creative. Natural rhythm and flow. Text is easy to read aloud.
Conventions The mechanical correctness of the piece	Writes letter strings. Attempts letters and spacing. Attempts to write from left to right. No punctuation. Needs interpretation to understand	Attempts semi-phonetic spelling. Uses/mixes upper and lower case letters. Uses spaces between letters and words. Writes from left to right. Random punctuation. Non-standard grammar usage.	Uses phonetic spelling. Spelling of high frequency words is inconsistent. Variable use of capitalization. Usually uses punctuation. Attempts standard grammar.	High frequency words spelled correctly or close. Transitional spelling on less frequent words. Uses capitals at the beginning of sentences. End punctuation is correct. Paragraphing variable. Grammar usage mostly correct.	High frequency words spelled correctly. Capitals used. Punctuation used. Indented paragraphs. Control of grammar is grade level appropriate

