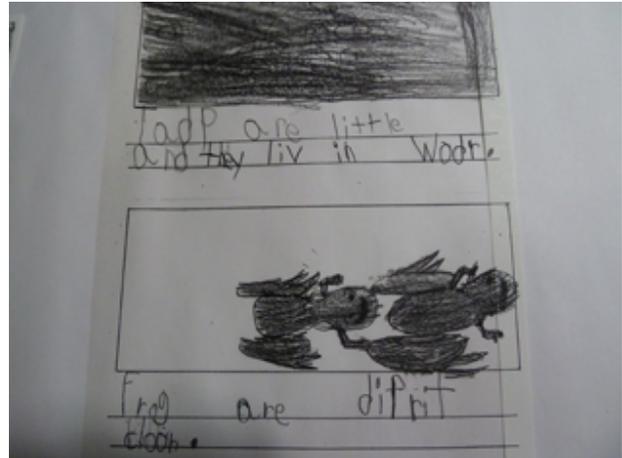


Waggoner Elementary – 6 Traits Rubric

Student work was annotated using our district's Kindergarten 6 Traits Rubric.

Informative Writing in Kindergarten			
Waggoner Elementary 6 Traits Rubric – Grade K			
	(1)	(3)	(5)
Ideas	<input type="checkbox"/> No attempt at writing. <input type="checkbox"/> Picture unrelated to the prompt.	<input type="checkbox"/> A single topic is clear. <input type="checkbox"/> Details present to support topic. <input type="checkbox"/> Writes to the prompt most of the time.	<input type="checkbox"/> The writing stays focused on a clear topic. <input type="checkbox"/> Includes numerous details to support the topic. <input type="checkbox"/> Precisely writes to the prompt.
Organization	<input type="checkbox"/> Sequencing is random.	<input type="checkbox"/> Sequencing is appropriate.	<input type="checkbox"/> Sequencing is natural. <input type="checkbox"/> Attempts a beginning, and middle.
Voice	<input type="checkbox"/> Unclear response to task. (i.e. letter strings)	<input type="checkbox"/> Paper expresses some predictable feelings. <input type="checkbox"/> Moments of individual sparkle, but then hides.	<input type="checkbox"/> Writing is individual and expressive <input type="checkbox"/> Writer takes some risk to say more than what is expected.
Word Choice	<input type="checkbox"/> Words or phrases are not constructing meaning. <input type="checkbox"/> Environmental print and/or letter strings. <input type="checkbox"/> Random marks, numbers and indiscernible symbols or no attempt at writing.	<input type="checkbox"/> Uses many simple, familiar words and phrases appropriately.	<input type="checkbox"/> Writes with vocabulary that may extend well beyond spelling ability.
Sentence Fluency	<input type="checkbox"/> Sentences not yet present.	<input type="checkbox"/> Write in complete, coherent sentences. <input type="checkbox"/> Patterned sentences may be present. <input type="checkbox"/> Most sentences can be read and understood easily by the teacher.	<input type="checkbox"/> 4 or more complete sentences. <input type="checkbox"/> Some varying sentence beginnings.
Conventions	<input type="checkbox"/> Random or no spacing. <input type="checkbox"/> Sight words spelled incorrectly. <input type="checkbox"/> Almost no evidence of the use of correct letters to spell phonetically.	<input type="checkbox"/> Usually uses appropriate spaces. <input type="checkbox"/> Most sight words spelled correctly. <input type="checkbox"/> Uses phonetic sounds to spell.	<input type="checkbox"/> Appropriate spaces. <input type="checkbox"/> All sight words spelled correctly. <input type="checkbox"/> Consistently utilizes beginning, medial and ending sounds in non-cvc words. <input type="checkbox"/> Uses end punctuation correctly.
<p>Trimester 1 Goals</p> <hr/> <hr/>			
<p>Trimester 2 Goals</p> <hr/> <hr/>			
<p>Trimester 3 Goals</p> <hr/> <hr/>			

Student Sample A



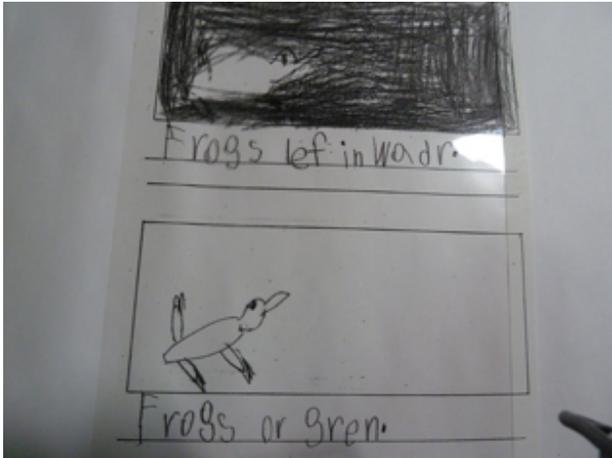
- Pg 1 Frogs eat fish.
- Pg 2 They have sticky toes.
- Pg 3 Tadpoles are little and they live in the water.
- Pg 4 Frogs are different colors.

Annotation – Student Sample A

Student Work	What do you see in the student work?	How does it connect to your assessment tools?	What will you work on next with this student?
<p>Student #1</p> <p>Pg 1 Frogs eat flies.</p> <p>Pg 2 They have sticky tongues.</p> <p>Pg 3 Tadpoles are little and they live in water.</p> <p>Pg 4 Frogs are different colors.</p>	<p>Student #1</p> <p>The student stays focused on the topic (frogs) and includes various details (diet, habitat, special features). Her pictures support the text. She uses varied sentence beginnings and displays an understanding of conventions. As a second language learner, her sentence fluency and word choice are impressive.</p>	<p>Student #1</p> <p>District Rubric (Kinder)</p> <p><u>Ideas:</u> The writing stays focused on a topic. It includes numerous details to support the topic (frogs).</p> <p><u>Organization:</u> Sequencing is appropriate.</p> <p><u>Voice:</u> Writer takes some risk to say more than what is expected.</p> <p><u>Word Choice:</u> Uses many simple, familiar words and phrases appropriately. Writes with vocabulary that may extend well beyond spelling ability.</p> <p><u>Sentence Fluency:</u> Writes in complete, coherent sentences. Most sentences can be read and understood easily by the teacher. 4 or more complete sentences. Some varying sentence beginnings.</p> <p><u>Conventions:</u> Most sight words spelled correctly. Appropriate spaces. Consistently utilizes beginning, medial, and ending sounds in non-cvc words. Use end punctuation correctly.</p> <p>CCSS Writing Standards <u>Text Type and Purposes</u> 2. Use a combination of drawing, dictating and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about a topic.</p>	<p>Student #1</p> <p>An introductory sentence that names what she is writing about.</p> <p>A concluding sentence</p>

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Student Sample B



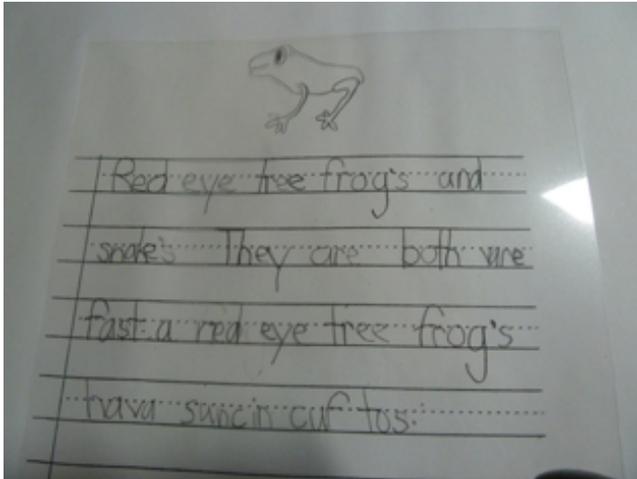
- Pg 1 Frogs live in water.
- Pg 2 Frogs are green.
- Pg 3 Frogs eat flies.
- Pg 4 Frogs eggs are in piles.

Annotation – Student Sample B

Student Work	What do you see in the student work?	How does it connect to your assessment tools?	What will you work on next with this student?
<p>Student #2</p> <p>Pg 1 Frogs live in water.</p> <p>Pg 2 Frogs are green.</p> <p>Pg 3 Frogs eat flies.</p> <p>Pg 4 Frogs eggs are in piles.</p>	<p>Student #2</p> <p>The student stays focused on a clear topic and adds details (diet, interesting facts). He writes in complete, coherent sentences, which can be read and understood. All sentences begin with "Frogs...". Conventions are acceptable. His drawings support his writing and are detailed and accurate.</p>	<p>Student #2</p> <p>District Rubric (Kinder)</p> <p><u>Ideas:</u> The writing stays focused on a clear topic. Includes numerous details to support the topic.</p> <p><u>Organization:</u> Sequencing is appropriate.</p> <p><u>Voice:</u> (Rubric does not address voice for Informational Text)</p> <p><u>Word Choice:</u> Uses many simple, familiar words and phrases appropriately.</p> <p><u>Sentence Fluency:</u> Writes in complete, coherent sentences. Patterned sentences may be present. Most sentences can be read and understood easily by the teacher.</p> <p><u>Conventions:</u> Most sight words are spelled correctly. Appropriate spaces. Consistently utilizes beginning, medial, and ending sounds in non-cvc words. Uses end punctuation correctly.</p> <p>CCSS Writing Standards K</p> <p><u>Text Type and Purposes</u> 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Student #2</p> <p>An introductory sentence that names what he is talking about.</p> <p>A concluding sentence.</p> <p>Varying sentence beginnings.</p> <p>Adding details.</p>

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Student Sample C



- Red eye tree frogs and snakes, they are both very fast. A red eye tree frog's have a suction cup toes.

Annotation – Student Sample C

Student Work	What do you see in the student work?	How does it connect to your assessment tools?	What will you work on next with this student?
<p>Student #3</p> <p><i>Red eye tree frogs and snakes they are both very fast. A red eye tree frog's have suction cup toes.</i></p>	<p>Student #3</p> <p>A single topic is clear and there are some details present to support the topic. He ventures into some comparison with another animal the class studied previously. He attempts (sometimes correctly) to use possessives. Sentence fluency is confusing.</p>	<p>Student #3</p> <p>District Rubric (Kinder)</p> <p><u>Ideas:</u> A single topic is clear. Details are present to support topic.</p> <p><u>Organization:</u> Sequencing is appropriate.</p> <p><u>Voice:</u> (Rubric does not address voice for Informative writing.)</p> <p><u>Word Choice:</u> Writes with vocabulary that may extend well beyond spelling ability.</p> <p><u>Sentence Fluency:</u> Most sentences can be read and understood by the teacher.</p> <p><u>Conventions:</u> Most sight words spelled correctly. Appropriate spaces. Consistently utilizes beginning, medial, and ending sounds in non-cvc words.</p> <p>CCSS Writing Standards K</p> <p><u>Text Type and Purposes</u></p> <p>2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Student #3</p> <p>Revising and Editing (for fluency and sentence structure)</p> <p>Including numerous details to support the topic.</p> <p>He took some risk in comparing the frog to the snake. I might encourage him to continue to compare the two (frog and snake) in the areas of Appearance, Habitat, and Diet, pointing out that he did just that in the area of Behavior (<i>They are both very fast.</i>)</p> <p>Continued work on Introductory Sentence and Concluding Sentence.</p>

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