

Kentucky Academic Standards for Reading and Writing – Informative/Explanatory Instructional Rubric – Kindergarten

Guiding Principle C2: Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.

Note: In Grade Kindergarten, students compose informative and/or explanatory texts, using a combination of drawing, dictating, writing and digital resources, to establish a topic and provide information about the topic.

Scoring elements	Novice	Apprentice	Proficient	Distinguished
Clarity and Coherence	Weakly introduces a topic that may lack focus or be unclear. Misses many or all demands of the prompt/task.	Attempts to introduce a topic but may have lapses in focus. Attempts to address some demands of the prompt/task.	Effectively introduces and maintains a topic. Addresses all demands of the prompt/task.	Skillfully introduces and maintains a topic. Thoroughly addresses all demands of the prompt/task.
Support	Includes minimal or no purposeful development of the topic. Uses few or no details through writing and/or pictures to supply information. Provides incomplete, inaccurate and/or irrelevant explanations of ideas and information.	Attempts to develop the topic with details through writing and/or pictures to supply information. Provides vague and/or general explanations in an attempt to support ideas.	Develops the topic with details through writing and/or pictures to supply information. Provides explanations that clearly support ideas.	Thoroughly develops the topic with details through writing and/or pictures to supply information that strengthens the composition . Provides explanations which clearly link details to support ideas.
Sourcing	With guidance and support, lacks the use of provided sources to establish a topic and makes little or no attempt to convey ideas and information. Little or no use of details from the text(s).	With guidance and support, attempts to use provided sources to establish a topic and attempts to convey ideas and information. Attempts to use details from the text(s).	With guidance and support, accurately and effectively uses provided sources to establish a topic and to convey ideas and information. Effectively uses details from the text(s).	With guidance and support, accurately and skillfully uses provided sources to establish a topic and to convey ideas and information. Consistently and thoroughly uses details from the text(s).
Organization	Creates minimal or no overall structure to provide the information/explanation. Makes a minimal attempt or makes no attempt to use conjunctions within sentences and transitions in paragraphs. Provides a weak conclusion idea or lacks a conclusion idea to support the information and explanation presented.	Attempts to build a structure to provide the information/explanation. Attempts to use conjunctions in sentences and transitions in paragraphs, but they are simple and/or infrequent . Provides a conclusion idea in an attempt to support the information and explanation presented.	Builds and maintains text structure to provide the information/explanation. Uses appropriate conjunctions in sentences and transitions in paragraphs. Provides an effective conclusion idea that supports the information or explanation presented.	Builds and maintains a clear structure to provide the information/explanation. Consistently uses appropriate conjunctions in sentences and varied transitions in paragraphs. Provides a thorough conclusion idea to support the information or explanation presented.
Language/Conventions	Lacks writing development with guidance and support from adults to strengthen writing. Makes significant errors in the conventions of General American English grammar, usage, spelling, capitalization and punctuation which interfere with understanding the writing.	Attempts to develop writing with guidance and support from adults to strengthen writing. Makes frequent errors in using the conventions of General American English grammar, usage, spelling, capitalization and punctuation which may interfere with understanding the writing.	Establishes and maintains writing with guidance and support from adults to strengthen writing. Effectively uses the conventions of General American English grammar, usage, spelling, capitalization and punctuation with minor errors that do not interfere with understanding the writing.	Consistently establishes and maintains a writing development with guidance and support from adults to strengthen writing. Skillfully uses the conventions of General American English grammar, usage, spelling, capitalization and punctuation with few , minor errors that do not interfere with understanding the writing.