

Mason Public Schools K-2 Writing Rubric Developmental Scale

Level 1 - Emerging

- Scribbles (pictures may be nonrepresentational)
- Pictures may not depict an event
- Writer may provide oral comments about the picture but may not yet put them into a chronological account
- Writer most likely does not depict scenes or characters in picture
- Writer may not attempt letters strings or words
- Writer believes that pictures carry meaning and can tell about items drawn in picture
- The meaning of the text may change every time the child “reads” to you.

Level 2 - Pictorial

- Draws representational pictures (may not be sequential)
- Pictures are related to a single subject and has oral commentary related to them all
- Has 1-2 characters and maybe an object or two around which they relate (house, car, TV, etc.)
- Character(s) drawn often show emotion on their face(s)
- Oral story is mostly a summary of the event and may not contain dialogue or internal thought
- Writer believes that pictures carry meaning and can tell about items drawn in picture
- Written text conveys meaning; topic or content is drawn and/or written on the page

Level 3 – Pre-communicative

- Draws representational pictures (may not be sequential)
- Pictures are related to a single subject and has oral commentary related to them all
- Has 1-2 characters and maybe an object or two around which they relate (house, car, TV, etc.)
- Character(s) drawn often show emotion on their face(s)
- Oral story is mostly a summary of the event and may not contain dialogue or internal thought

Level 3 – Pre-communicative (con’t)

- Uses letter-like forms and/or random letter strings
- Writer believes their approximated letters carry meaning and will “read” them
- Child may “read” as if the page contains one sentence, then “reads” the next page as if it contains the next sentence.

Level 4 – Semi-phonetic

- Draws representational pictures with a sparse, sequential written account of an event (told in 1-2 sentences).
- Has 1-2 characters and maybe an object or two around which they relate (house, car, TV, etc.)
- Character(s) drawn often show emotion on their face(s)
- Oral story is mostly a summary of the event and may not contain dialogue or internal thought
- Text will include approximated written words (beginning letter sounds, labels, strings of letters)
- Attempts directionality in written text
- Writers believes their approximated letters carry meaning and will “read” them
- Child may “read” as if the page contains one sentence, then “reads” the next page as if it contains the next sentence.

Level 5 – Phonetic

- Writes a brief, sequential written account of an event (beginning, middle, and end)
- Each step is told in one to two sentences.
- May include speech bubbles about what is happening, not feelings or thoughts
- Writes with directionality and uses more than one letter to represent a word and includes some high frequency words
- Uses spaces between many words

Level 5 – Phonetic (con't)

- Reads with some one-to-one grasp
- Recognizes a piece can be revised and shared with readers
- Understands that writing conveys meaning through elaboration of ideas and details about a life event.

Level 6 – Transitional

- Writes a focused, sequential written account of an event (beginning, middle, and end)
- The ending brings closure (last thing said, last thing did).
- Writes in scenes instead of summary.
- Text is more detailed and may be told through several sentences.
- Includes feelings and thoughts in response to actions.
- Character traits may still be summarized; feelings may be told (“I was sad”) not shown.
- Writes with directionality and some spelling may still be approximated.
- Child is beginning to take risks with conventions to deliberately engage the reader (ellipses, exclamation points, sound effects, etc).
- Child recognizes that every day events merit being subjects of writing. Small focused moment of an ordinary event.
- Writer is making attempts to make the event seem exciting.

Level 7 – Conventional

- Writes a focused, sequential written account of an event (beginning, middle, and end)
- Narrator/main character makes an initiating action that sets the story through a sequence of related actions.
- The ending brings closure (last thing said, last thing did).
- The narrative may contain many unrelated details.
- Writes in scenes instead of summary.
- Text is more detailed and the details convey small steps in the progression of events.
- Includes feelings and thoughts in response to actions.
- Character traits may still be summarized through step-by-step actions and accompanying dialogue.
- Beginning to show rather than tell.
- Setting is rudimentary. (“One nice sunny day”).
- Stories may read like a written version of an oral account.

Level 7 – Conventional (con't)

- May include direct quotations, sound effects, or a few descriptive words.
- Writer may convey excitement or feelings in what may have been an ordinary moment.
- Narrator/main character’s response to the event may be included (“I cried and cried”).

Level 8 – Advanced

- Writer includes the internal story (character’s thoughts and feelings) into the sequence of actions.
- A sense that the writer is gesturing towards developing the heart of the story but may not be distinguishable from the rest of the story.
- The amount of dialogue may be heavy.
- More attempts to show rather than tell.
- Few, very specific details may be included to help readers visualize portions of setting in the story.
- An element of craft may be overdone (dialogue, details, ellipses, etc).
- Texts tend to start with action or dialogue (right in the story).
- The writer may use some story language (literary words/descriptive clauses).
- Important sections are built up to help the reader better visualize the story (making a movie in your mind).
- The sequence of events holds some significance but the reader is expected to grasp the significance as it is not explicit in the text.