

K2 Personal Recount Rubric

Child's Name: _____

Personal Recount Features

(Note that in K2 Personal Recount Features may be demonstrated by any combination of drawing, dictating, and writing.)

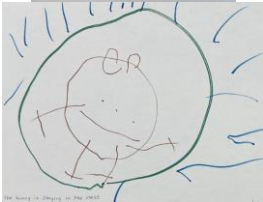
1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.K.b) [DISCOURSE]	Not Observed	1	2	3	4
to document a sequence of events		Reflects a different purpose than required by the task.	Some parts reflect an accurate purpose, but most do not.	Purpose is mostly accurate, but one or more parts deviate from the purpose.	Purpose is accurate, and all parts support the genre purpose.
Stages (W.3.K.b, ELD-LA.K.Narrate.Expressive) [DISCOURSE]	Not Observed	1	2	3	4
Orientation: introduces when the story happened, who the story is about, what they did, and where it happened		Attempts to introduce the story with 1-2 elements that are unclear or off topic.	Attempts to introduce the story, but only includes 1-2 elements; OR includes 3-4 elements that are unclear or off topic.	Introduces who the story is about and what they did. Includes either when or where it happened.	Introduces when the story happened, who the story is about, what they did, and where it happened.
Sequence of Events: Includes all events documented in sequence		Recounts a single unrelated event.	Recounts a single event, OR includes two unrelated or not sequenced events.	Recounts two or more sequenced events.	The events are well-developed.

Writing U1 W4 D1

Conclusion: concludes the recount with a feeling or by talking about why the experience was important	Ends with a conclusion: yes no If yes, which type of conclusion? with a feeling by talking about why the experience was important				
Language [WORD/PHRASE] [SENTENCE]	Not Observed	1	2	3	4
Verbs: uses a variety of verbs to develop the topic (L.1.K.a, L.1.K.d, L.1.K.e, L.5.K.d, ELD-LA.K.Narrate.Expressiv e)		Repeats the same verbs; verbs do not develop the topic.	A few of the verbs used develop the topic.	Most of the verbs used develop the topic.	Uses a variety of past tense verbs that develop the topic.

Writing U1 W4 D1

Means of Expression: Drawing (W.3.K.b, SL.3.K.b, ELD-SI.K-3.Narrate)

Makes random scribbles.	Intentionally draws an object, but it is not recognizable.	Makes a representational drawing that is recognizable.	Includes some details in a representational drawing.	Includes details and background in a representational drawing.
		  • <i>people are circles with lines attached</i> • <i>images float on the page</i>	 The bunny is dry in the nest Bunnies don't like rain • <i>some details, unrealistic colors</i> • <i>people include more detail</i> • <i>images drawn on the bottom of the page</i>	  • <i>multiple details, realistic colors</i> • <i>people and objects drawn with detail, including facial expressions</i> • <i>includes background</i>

Writing U1 W4 D1

Means of Expression: Dictation (W.3.K.n, SL.3.K.a, L.1.K.a, L.1.K.d, L.1.K.c, L.1.K.b, ELD-SI.K-3.Narrate, ELD-LA.K.Narrate.Expressive)

Create coherent spoken texts using... (WIDA Grade K PLDs for Expressive Communication): DISCOURSE Organization of language

single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (and, then)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: The parrot eats nuts and seeds.)	text that conveys an intended purpose with emerging organizational patterns(first, and then, also, next)
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If a student dictates more than one sentence, indicate features of their oral sentence complexity below.

Sentence Complexity

Dictates complete sentences that include:

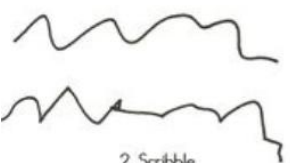
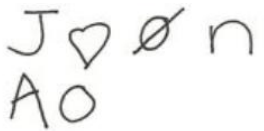
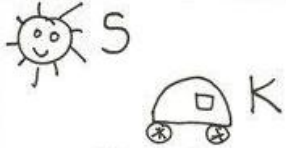
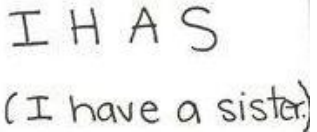
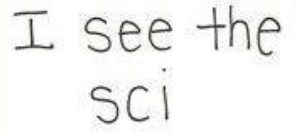
- Nouns to state who or what the story is about (man, bear) [WORD/PHRASE]
- Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*) [SENTENCE] [WORD/PHRASE]
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*) [DISCOURSE]

Expands sentences by including (check all that apply):

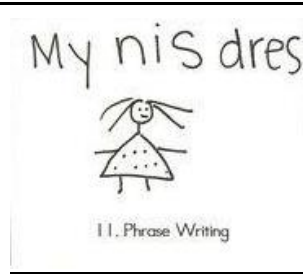
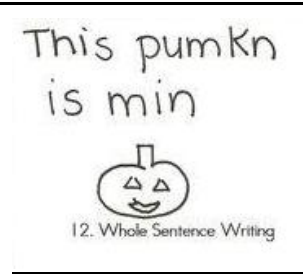
- Adjectives that expand noun groups to state who or what the story is about (tall man, baby bear)
- Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*) [WORD/PHRASE]
- Connectors to establish sequence (*then, after, and*) [DISCOURSE]

Writing U1 W4 D1

Means of Expression: Writing (including mark making and encoding) (W.3.K.b, W.3.K.a, L.2.K.c, L.2.K.d, ELD-LA.K.Narrate.Expressive)

Makes random scribbles	Makes scribbles/marks deliberately to “label” their drawing and/or write their name	Intentionally writes mock letters to convey information	Intentionally writes strings of letters to convey information	Writes groups of letters with space in between to resemble words to tell a story/convey information
 1. Scribble Stage (Starting point: any place on the page)	 2. Scribble (Left to right progression)	 3. Mock Letters (Can be personal or conventional)	 4. Letter String (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words
Labels picture with the initial sound of the word	Copies words from books and visuals	Represents words by writing the initial sound of each word	Represents words by writing the initial and final sounds of each word	Writes words using beginning, middle, and ending sound; uses some known words; attempts word spacing
 6. Picture Labeling (Matching beginning letter to sound)	 7. Copies Environmental Print	 8. Uses first letter of a word to represent the word	 9. Uses beginning letter and ending letter to represent the word	 10. Hears Medial Sounds (Writes word with beginning, medial and ending letters)
For students who are encoding sounds (6-10), record which consonant and short vowel sounds (L.K.2d) they are using:			Spells simple words phonetically (L.K.2e); writes phrases that convey	Spells known words correctly and other words phonetically (L.K.2e); uses

Writing U1 W4 D1

Consonant:	meaning and match the illustration	sentences; may use punctuation
Short Vowel:		

(*Evolution of a Child's Writing*, n.d.)

If a student reaches level 12, score Sentence Complexity and Conventions below.

Sentence Complexity (L.1.K.a, L.1.K.d, L.1.K.e, ELD-LA.K.Narrate.Expressive)

1	2	3	4
Writes one incomplete sentence.	Writes one complete sentence.	Writes and expands complete sentences by including all indicators in bold.	Expands sentences by including all indicators in bold, plus additional indicators.

Writes complete sentences that include:

- **Nouns to state who or what the story is about (man, bear) [WORD/PHRASE]**
- **Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*) [SENTENCE] [WORD/PHRASE]**
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*) [DISCOURSE]

Expands sentences by including (check all that apply):

- Adjectives that expand noun groups to state who or what the story is about (tall man, baby bear)
- **Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*) [WORD/PHRASE]**
- **Connectors to establish sequence (*then, after, and*) [DISCOURSE]**

Writing U1 W4 D1

Conventions

Conventions	Not Observed	1	2	3	4
Capitalization W.3.K.a L.2.K.a		Minimally or incorrectly uses uppercase letters (as the first word in a sentence and the pronoun <i>I</i>).	Inconsistently capitalizes the first word in a sentence and the pronoun <i>I</i> .	Most of the time capitalizes the first word in a sentence and the pronoun <i>I</i> .	Capitalizes the first word in a sentence and the pronoun <i>I</i> .
Punctuation L.2.K.b		Does not experiment with punctuation.	Experiments with end punctuation, but symbols may be inaccurate (question mark inverted or uses other symbols).	Experiments with punctuation but may have some inaccuracies (question mark where there should be a period).	Correctly uses end punctuation.

Level of Teacher Support

Full teacher support to complete task	Teacher modeling of drawing or language	Prompts to add additional details	Mostly Independent
Describe teacher support/scaffolds:			

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Standards

MA ELA

W.3.K.b Use a combination of drawing and writing to communicate a topic.
SL.3.K.a Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.3.K.b Add drawings or other visual displays to descriptions as desired to provide additional detail.
L.1.K.a Use frequently occurring nouns and verbs
L.1.K.d Use most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with).
L.1.K.e Produce and expand complete sentences in shared language activities
L.1.K.b Form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs; wish, wishes).
W.3.K.a Print many upper- and lowercase letters.
L.2.K.a Capitalize the first word in a sentence and the pronoun I.
L.2.K.b Recognize and name end punctuation.
L.2.K.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).
L.2.K.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
L.5.K.d Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, state, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining or choosing them or by acting out the meanings.

WIDA

ELD-SI.K-3.Narrate	ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that • Orient audience to story through...
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Writing U1 W4 D1

● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	○ Pictures, words, title, simple statements, or common story expressions to introduce context [DISCOURSE] ○ Noun groups to state who or what the story is about (<i>tall man, baby bear</i>) [WORD/PHRASE] ○ Prepositional phrases to specify location and time (<i>at Grandma's house, by the river; in the winter, at night</i>) [WORD/PHRASE] ● Describe story events through... ○ Verbs to describe character actions (<i>jumped</i>), feelings (<i>was sad</i>), behaviors (<i>eating</i>) [SENTENCE] [WORD/PHRASE] ○ Connectors to establish sequence (<i>then, after, and</i>) [DISCOURSE] ○ Pronouns and renaming to reference a character across the text (<i>the girl=she=Nancy</i>) [DISCOURSE]
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