

Kindergarten Rubric

Using Rubric Data to Form Flex Groups

Kindergarten	Looks For	Low (1)	Middle Low (2)	Middle High (3)	High (4)
	Capitalization & Punctuation		Joe	I eat pie. I ate cake.	I eat pie. I eat cake.
	Phonemic Awareness		Joe	Joe	Joe Bird
	Generative Ideas		Joe	Joe	Joe Bird
	Prints name	I can't write my name.	Joe Joe I copy.	I print my name.	I can print my first and last name.
	Alphabet Letters	I can write my ABCs.	ACJZ e i	ABCDEFGHIJ KLMNOPQR STVWXZ abcdefghijklmnopqrstuvwxyz	ABCDEFGHIJKLmnopqrstuvwxyz 1. I can write my ABCs.
	Writing	 I can scribble.	 I can print some letters.	 HSE	 It is shi n spiky gater. A pumpkin patch.

Perhaps you've already downloaded the Kindergarten Developmental Rubric that I've already posted on the blog. This idea sheet provides information about how you might use the rubric to form flex groups based on the approximate skill level of students.



What to do:

1. To use this technique, you'll work with one part of the rubric (i.e., just the writing part or whichever part you want to use).
2. Determine instructional strategies for each level. Make a list of these on the student data form (see next page for an example).
3. Determine where students are in terms of their writing skills.
4. List student names – as I have done on the example. The names will be listed by where students fall on the rubric.
5. Use the levels to form flex groups and to develop differentiated learning experiences for students.

Note: Use this technique with other rubrics (e.g., six traits) you use. The technique of tying where students are to what they need to do to improve can be used in any content area and grade level.

Flex Groups				
Writing	 I can scribble.	 I can print some letters.	 HSE	 It is shi n spiky gater. A pumpkin patch.
Names of Students	Walter Jones Dylan Marek	Neil Jones Riley Jones Justin Jones Alice Johnson	Shirley Johnson Megan Jones Diana Jones Lyle Jones	Alexis Johnson Megan Jones Marek Johnson
Examples of Strategies	Have students: • Write every day. • Form letters in different mediums (e.g., sand, soil). • Trace letters in different colors. • Draw and talk about their stories. Write about the student says in light pencil and then have the student trace over the sentence. • Play alphabet recognition games. • Write his or her name. • Practice, practice, practice.	Have students: • Write every day. • Use alphabet cards to make words and then write the words. • Make lists of words by type (e.g., color words, pet words, etc.). • Have students use spaces as they learn to use the words to make sentences. • Tell sentence that you write and then copy it.	Have students: • Write every day. • Use sets of sentence cards to make and then copy sentences. • Watch you model capitalization and the proper use of lines through interactive writing. • Write more. Provide the student with more lines to encourage writing. • Expand their ideas by adding a detail to their writing.	Have students: • Write every day. • Expand their ideas to make writing even more interesting. Use a story line. • Use more complex writing after you model it with interactive writing. • Use word walls and other resources to add words to their writing. • Expand their ideas by adding a detail to their writing.

Flex Groups - Kindergarten Writing



Matthew Jones
Deb Smith
Mark Toll

Bob Arie
Ryan Beast
Robert Boyle
Lee Harrington
Justin Jones
Alice McCauley

Spring Hanson
Harry Harris
Precious James
Gregory Pens
Joyce Read

Albert Einstein
Martin L. King
Mark Wahlstrom

Names of Students

Have students:

- Write every day.
- Form letters in different medium (e.g., salt, sand, air).
- Trace letters in different colors.
- Draw and talk about their stories. Write what the student says in light pencil and then have the student trace over the sentence.
- Play alphabet recognition games.
- Write his or her name.
- Practice, practice, practice.

Have students:

- Write every day.
- Use alphabet sorts to make words and then write the words.
- Make lists of words by type (e.g., color words, pet words, etc.)
- Have students use spacers as they learn to use the words to make sentences.
- Tell a sentence (that you write) and then copy it.

Have students:

- Write every day.
- Use a set of sentence cards to make and then copy sentences.
- Watch you model capitalization and the proper use of lines through interactive writing.
- Write more. Provide the student with more lines to encourage writing.
- Expand their ideas by adding a detail to their writing.

Have students:

- Write every day.
- Expand their ideas to make writing even more interesting.
- Use a story title.
- Use more complex writing (after you model it with interactive writing).
- Use word walls and other resources to add words to their writing.
- Brainstorm other ways to begin a sentence other than "I like" or "I can".



Examples of Strategies

Use **explicit instruction** at all levels. The strategies listed on the rubric and just examples – you likely have plenty of ideas of your own for each level.