

**New Paltz Central School District
Kindergarten
Writing Rubric
Fall Common Writing Task**

Name _____

Date _____

	4	3	2	1
<u>Meaning</u> – The writing exhibits understanding of the task.	Demonstrates the ability to create picture/writing that holds the meaning of a detailed story, e.g., <i>I went to the playground. At the playground I fell off the slide.</i>	Demonstrates an understanding that picture/writing holds a consistent meaning of a simple story, e.g., <i>I was at the playground.</i>	Demonstrates an understanding that picture/writing holds consistent meaning, e.g., <i>playground.</i>	Unable to draw a picture that holds a consistent meaning.
<u>Conventions</u> – The writing shows appropriate use of punctuation, grammar, and spelling.	Writes a sentence using invented spelling. Child does not necessarily use spaces.	Labels or writes one or two letters per word.	Writes with letter strings or letter-like marks.	Does not yet produce letter strings or letter-like marks.

**New Paltz Central School District
Kindergarten
Writing Rubric
March Writing Task**

Name _____ Date _____

	4	3	2	1	Score
<p><u>Meaning-</u> The writing exhibits understanding of the task.</p>	<p>Develops a simple story with a beginning, a middle and an end, e.g., <i>I went skiing, I fell down, I got up.</i></p>	<p>Writes a story but does not include a beginning, a middle and an end, e.g., <i>I went skiing. I went home.</i></p>	<p>Writes in a three page booklet, but the pages are disconnected. <i>I went skiing. I fed my dog. I saw Grandma.</i></p>	<p>Demonstrates understanding that picture/writing holds consistent meaning, e.g., <i>playground.</i> May tell a rich oral story to describe the pictures.</p>	
<p><u>Conventions-</u> The writing shows appropriate use of punctuation, grammar, and spelling.</p>	<p>Writes sentences with invented spelling, including conventionally spelled sight words. Uses beginning, middle and ending sounds, but not consistently. Uses spaces, but not necessarily consistently.</p>	<p>Writes sentences with beginning and ending sounds. Does not necessarily use spaces between words. Includes some conventionally spelled sight words.</p>	<p>Writes words and labels with one or two letters per word. Does not necessarily use spaces between words.</p>	<p>With support, attempts to label pictures with beginning sounds. Without support, writes letter strings if anything at all.</p>	

**New Paltz Central School District
Kindergarten
Writing Rubric
April Common Writing Task**

Name _____ Date _____

	4	3	2	1	Score
<p><u>Meaning</u> – The writing exhibits understanding of the task.</p>	<p>Develops a detailed story with a beginning, middle, and end, e.g., <i>I was skiing and I fell. I lay there and cried and cried. My mom helped me up. I went down the mountain and had hot cocoa.</i></p>	<p>Develops a simple story with a beginning, middle, and end, e.g., <i>I went skiing. I fell down. I got up.</i></p>	<p>Writes a story but does not include a beginning, middle and end, e.g. I went skiing.</p>	<p>Demonstrates understanding that picture/writing holds consistent meaning, e.g., <i>playground.</i></p>	
<p><u>Conventions</u> – The writing shows appropriate use of punctuation, grammar, and spelling.</p>	<p>Writes sentences, including consistent spaces. Spells sight words conventionally and other words with beginning, middle and ending sounds. Uses punctuation, but not necessarily consistently.</p>	<p>Writes sentences with invented spelling, including conventionally spelled sight words. Uses beginning, middle and ending sounds, but not consistently. Uses spaces but not necessarily consistently.</p>	<p>Writes words and labels with beginning and ending sounds. There are no spaces between words.</p>	<p>Attempts to label pictures with beginning sounds with support. Without support, writes letters strings if anything at all.</p>	

New Paltz Central School District
Writing
Kindergarten

Unit Goals

Name _____

In each box teacher writes:

- 3 = consistently
- 2 = sometimes
- 1 = not yet

Grade level expectations are that each student will consistently meet the goals at the end of each unit.

Label Book Goals

- Student develops a label book with a consistent theme
- Student includes at least two letters per word; i.e., bd = bird

Pattern Book Goals

- Student reads and writes a pattern book with one to one correspondence
- Student is acquiring sight word vocabulary; i.e., look, come, here, the, and my
- Writing includes beginning, middle, and ending sounds
- Student uses spacing
- Student uses punctuation

Personal Narrative

- Student develops a story with a beginning, middle, and end
- Student includes beginning, middle, and ending sounds
- Student writes sentences with invented spelling, including conventionally spelled sight words
- Student uses spaces
- Student uses punctuation

Letter Writing

- Uses the structure of a letter; i.e., date, dear, from
- Student writes a letter for a purpose

Poetry

- Student understands the difference between a poem and a story
- Uses descriptive vocabulary; i.e., the buzzing bee
- Student chooses a topic that is very important to him/her

How-To Books

- Chooses a topic that she/he knows well to teach others what they know
- Draws clear pictures or diagrams that teach
- Written directions are clear, so another person can follow them