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

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

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

Name	Date

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

#### New Paltz Central School District Writing Kindergarten

#### **Unit Goals**

Name	·
In eac	ch box teacher writes:
	<ul> <li>3 = consistently</li> <li>2 = sometimes</li> <li>1 = not yet</li> </ul>
Grade	e level expectations are that each student will consistently meet the goals at the end of each unit.
<u>Label</u>	Book Goals
	Student develops a label book with a consistent theme
	Student includes at least two letters per word; i.e., bd = bird
<u>Patte</u>	rn 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
<u>Perso</u>	nal 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

<u>Letter</u>	<u>Writing</u>
	Uses the structure of a letter; i.e., date, dear, from
	Student writes a letter for a purpose
<u>Poetry</u>	
	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
<u>How-T</u>	o 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