

**New Paltz Central School District
First Grade
Writing Rubric
September 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
First Grade
Writing Rubric
April Common Writing Task**

Name _____

Date _____

	4	3	2	1	Score
<u>Meaning</u> – The writing exhibits understanding of the task.	The narrative is complete and demonstrates full understanding of the task through details, examples, and connections.	The narrative is complete and demonstrates understanding of the task.	The narrative begins to answer the task, but is not complete.	The narrative does not address the task.	
<u>Development</u> – The writing shows elaboration of ideas, using specific details.	Develops ideas to include two or more relevant details.	Develops ideas sufficiently to include one relevant detail. Some details may be irrelevant.	Attempts to develop ideas but uses irrelevant details.	Ideas are scattered. There are no relevant details.	
<u>Organization</u> – The writing exhibits direction, shape, and coherence.	Establishes and maintains a clear focus, with a logical, coherent sequence of ideas.	The narrative contains a clear beginning, middle, and ending.	The order of events is unclear. Strays from topic.	Ideas are not connected. Shows little or no attempt to establish a sequential order.	
<u>Language Use</u> – The writing shows awareness of audience and purpose through effective use of word choice.	The personal voice creates interest in the narrative. Descriptive words are used to create vivid images.	A voice can be heard. Descriptive words are used.	Little sense of voice. Repetitive sentence structure (We went, I went, we went).	No voice.	
<u>Conventions</u> – The writing shows appropriate use of handwriting, punctuation, grammar, spelling, sentence structure and sentence variety.	Grammar, spelling (of 100 sight words), and punctuation are essentially error free.	Grammar, spelling (of 100 sight words), and punctuation have some errors.	Grammar, spelling, and punctuation have many errors.	Grammar, spelling, and punctuation have numerous errors which interfere with understanding.	

Comments

New Paltz Central School District

**Writing
First Grade**

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.

Personal Narrative

- Students identifies a real life experience and tells that experience in a story using a beginning, middle, and end.
- Student uses descriptive language to explain details

Response to Text

- Student retells a story using retelling words i.e. first, next, in the end
- Student retells a story using words identifying the problem and the solution

Personal Narrative/Mechanics

- Student writes using spaces
- Student writes using punctuation
- Student writes using the conventional spellings for word wall words
- Student writes using capitals accurately
- Student rereads to make sure his/her reading makes sense

Letter Writing

- Student uses proper letter format (heading, greeting, body, closing, signature)
- Student writes a letter for a purpose

Listening Comprehension

- Student responds to the prompt after listening to a story describing characters, setting, and events
- Student knows and follows the directions

Imaginative Fiction

- Student creates a variation on a very familiar fairy tale or folk tale
- Student includes a problem and a solution
- Student demonstrates understanding of the difference between a folk tale and a fairy Tale

Non-Fiction Report Writing

- Student is able to research using books, internet, videos to complete all the information asked for in the table of contents provided by the teacher
- Student is able to use the table of contents to collate and compile a final report.

Poetry

- Student understands the differences in reading and writing a poem and a story
- Student puts music in his/her poems, experimenting with line breaks, repetition, and rhythm
- Student uses descriptive vocabulary
- Student writes acrostic poems

Opinion

- Student identifies his/her opinion
- Student writes his/her opinion and provides a reason for his/her opinion in writing