

First Grade Scoring Guide for Writing Proficiency, Page 1

Source: Scaffolding Young Writers, page 5

Advanced-100% checkmarks at end of reporting period

Proficient-90%-99% checkmarks at end of reporting period

Basic- 89%-80% checkmarks at end of reporting period

Below Basic-79% or below checkmarks at end of reporting period

Proficiency Behaviors End of 1 st Reporting Period	Proficiency Behaviors End of 2 nd Reporting Period	Proficiency Behaviors End of 3 rd Reporting Period	Proficiency Level End of 4 th Reporting Period
<p>___ Generates topics for writing with teacher assistance through conversation.</p> <p>___ Creates an opening sentence or phrase that leads into the writing with teacher assistance some of the time (through conversation).</p> <p>___ Records series of 2-4 events in chronological order from beginning to end with teacher assistance.</p> <p>___ Demonstrates awareness of descriptive words, strong nouns, and muscular verbs with teacher assistance (through conversation and read aloud).</p> <p>___ Uses rereading strategy independently.</p> <p>___ Uses ABC chart, letter book, and name chart to support letter-sound match without teacher assistance most of the time.</p> <p>___ Uses practice page for problem solving with teacher assistance (working on letters, word spellings and word fluency).</p> <p>___ Writes most letters using correct formation with ease.</p> <p>___ Segments unknown words into individual phonemes independently.</p> <p>___ Hears and records all consonant letter sounds and all easy to hear vowels in sequential order.</p>	<p>___ Generates topics for writing with or without teacher assistance some of the time through conversation.</p> <p>___ Creates an opening sentence or phrase that leads into the writing with or without teacher assistance some of the time (through conversation).</p> <p>___ Records series of events in chronological order from beginning to end (bed-to-bed) with or without teacher assistance some of the time.</p> <p>___ Demonstrates increased awareness of descriptive words, strong nouns, and muscular verbs with teacher assistance (through conversation, read aloud and "anchor" charts).</p> <p>___ Uses ABC chart, letter book, and name chart to support letter-sound match independently.</p> <p>___ Uses resources to support spelling knowledge with teacher assistance (spelling trial page, teacher and student created "anchor" charts).</p> <p>___ Uses practice page for problem solving with or without teacher assistance some of the time (working on letters, word spellings, trying out different spellings and word fluency)</p> <p>___ Writes all letters with correct formation fluently.</p> <p>___ Segments unknown words into individual phonemes and attends to visual patterns in words with teacher assistance (may over generalizes visual letter placement).</p>	<p>___ Generates topics for writing without teacher assistance most of the time.</p> <p>___ Creates an opening sentence or phrase that leads into the writing without teacher assistance most of the time.</p> <p>___ Records series of events in chronological order from beginning to end (bed to bed) without teacher assistance most of the time.</p> <p>___ Demonstrates understanding of descriptive words, strong nouns, and muscular verbs with or without teacher assistance some of the time (through conversation, read aloud and "anchor" charts).</p> <p>___ Uses writing checklist to reflect on writing process with or without teacher assistance some of the time.</p> <p>___ Uses resources to support spelling knowledge with or without teacher assistance some of the time (spelling trial page, teacher and student created "anchor" charts).</p> <p>___ Uses practice page for problem solving without teacher assistance most of the time (working on letters, word spellings, trying out different spellings and word fluency).</p> <p>___ Segments unknown words into individual phonemes and attends to visual patterns in words with or without teacher assistance some of the time (visual patterns are in sequential order some of the time).</p>	<p>___ Generates topics for writing independently.</p> <p>___ Creates an opening sentence or phrase that leads into the writing independently.</p> <p>___ Develops and maintains an idea throughout the piece and the ideas are in logical order.</p> <p>___ Demonstrates understanding of descriptive words, strong nouns, and muscular verbs without teacher assistance most of the time.</p> <p>___ Uses writing checklist to reflect on writing process with or without teacher assistance some of the time.</p> <p>___ Uses resources to support spelling knowledge without teacher assistance most of the time (teacher and student created "anchor" charts).</p> <p>___ Uses practice page for problem solving independently (working out word spellings, trying out different spellings of words and word fluency).</p> <p>___ Segments unknown words using larger units of sound and attends to visual patterns in words without teacher assistance most of the time (visual patterns are in sequential order).</p>

First Grade Scoring Guide for Writing Proficiency, Page 2

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Advanced-100% checkmarks at end of reporting period
 Proficient-90%-99% checkmarks at end of reporting period
 Basic- 89%-80% checkmarks at end of reporting period
 Below Basic-79% or below checkmarks at end of reporting period

Proficiency Behaviors End of 1 st Reporting Period	Proficiency Behaviors End of 2 nd Reporting Period	Proficiency Behaviors End of 3 rd Reporting Period	Proficiency Behaviors End of 4 th Reporting Period
<p><input type="checkbox"/> Edits by crossing out letters or words independently.</p> <p><input type="checkbox"/> Revises message by using a caret to add a new word or two to the text with teacher assistance.</p> <p><input type="checkbox"/> Writes a few simple high frequency words accurately.</p> <p><input type="checkbox"/> Demonstrates understanding of closing punctuation with teacher assistance.</p> <p><input type="checkbox"/> Demonstrates understanding of beginning capitalization with teacher assistance (rule is over generalized when editing independently).</p> <p><input type="checkbox"/> Uses mostly phonetic spelling.</p> <p><input type="checkbox"/> Demonstrates awareness of different genre writing (text structure) with teacher assistance.</p>	<p><input type="checkbox"/> Edits by circling a few words that do not look right and attempts to self-correct with teacher assistance.</p> <p><input type="checkbox"/> Revises message by using a caret to add a word or two to the text with or without teacher assistance some of the time.</p> <p><input type="checkbox"/> Revises message by deleting some words and using proofreading techniques (drawing a line through unwanted text) with teacher assistance.</p> <p><input type="checkbox"/> Writes some basic high frequency words accurately.</p> <p><input type="checkbox"/> Demonstrates understanding of closing punctuation with or without teacher assistance some of the time (placement is over generalized when punctuating independently).</p> <p><input type="checkbox"/> Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is over generalized when editing independently).</p> <p><input type="checkbox"/> Uses phonetic spelling and some transitional spelling.</p> <p><input type="checkbox"/> Demonstrates increased awareness of different genre writing (text structure) with teacher assistance.</p>	<p><input type="checkbox"/> Edits by circling some words that do not look right and attempts to self-correct with or without teacher assistance some of the time.</p> <p><input type="checkbox"/> Revises message by using a caret to add new words or ideas to the text without teacher assistance most of the time.</p> <p><input type="checkbox"/> Revises message by deleting some words and using proofreading techniques (drawing a line through unwanted text) with or without teacher assistance some of the time.</p> <p><input type="checkbox"/> Writes more basic high frequency words accurately.</p> <p><input type="checkbox"/> Demonstrates understanding of closing punctuation with or without teacher assistance some of the time (placement is more accurate when punctuating independently).</p> <p><input type="checkbox"/> Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is over generalized when editing independently).</p> <p><input type="checkbox"/> Uses phonetic spelling and some transitional spelling.</p> <p><input type="checkbox"/> Demonstrates understanding of different genre writing (text structure) with or without teacher assistance some of the time.</p>	<p><input type="checkbox"/> Edits by circling some words that do not look right and attempts to self-correct without teacher assistance most of the time.</p> <p><input type="checkbox"/> Revises message by using a caret to add new words or ideas to the text independently.</p> <p><input type="checkbox"/> Revises message by deleting some words and using proofreading techniques (drawing a line through unwanted text) without teacher assistance most of the time.</p> <p><input type="checkbox"/> Writes most basic high frequency words accurately.</p> <p><input type="checkbox"/> Demonstrates an understanding of closing punctuation with or without teacher assistance most of the time (placement is more accurate when punctuating independently).</p> <p><input type="checkbox"/> Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is over generalized when editing independently).</p> <p><input type="checkbox"/> Uses some phonetic spelling, some transitional spelling, and some conventional spelling.</p> <p><input type="checkbox"/> Demonstrates understanding of different genre writing (text structures) without teacher assistance most of the time.</p>