

Kindergarten Scoring Guide for Writing Proficiency

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 Behaviors End of 4 th Reporting Period
<p><input type="checkbox"/> Generates topic for writing by drawing a picture.</p> <p><input type="checkbox"/> Demonstrates awareness of where to begin writing and directional movement principle.</p> <p><input type="checkbox"/> Records strings of letters with little or no concept of space.</p> <p><input type="checkbox"/> Writes some letters with correct formation, mostly capital letters.</p> <p><input type="checkbox"/> Demonstrates limited knowledge of hearing and recording sounds in words by recording strings of letters.</p> <p><input type="checkbox"/> Writes name with correct formation using correct upper and lower case letters.</p> <p><input type="checkbox"/> Uses pre-communicative spelling.</p> <p><input type="checkbox"/> Uses labels or simple drawings, along with random letters to communicate a written message.</p>	<p><input type="checkbox"/> Generates topic for writing with teacher assistance through conversation.</p> <p><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match with or without teacher assistance some of the time.</p> <p><input type="checkbox"/> Demonstrates understanding of where to begin writing and directional movement principle.</p> <p><input type="checkbox"/> Uses spaces between words some of the time.</p> <p><input type="checkbox"/> Writes some letters with correct formation.</p> <p><input type="checkbox"/> Edits by crossing out letters and uses practice page for trying out letters.</p> <p><input type="checkbox"/> Segments words into individual phonemes with teacher assistance.</p> <p><input type="checkbox"/> Hears and records some consonant letter sounds, but not necessarily in sequential order.</p> <p><input type="checkbox"/> Writes a few (1-2) simple high frequency words accurately that reflect attention to print.</p> <p><input type="checkbox"/> Uses rereading strategy with teacher assistance (prompting).</p> <p><input type="checkbox"/> Uses pre-communicative and some semi-phonetic spellings.</p> <p><input type="checkbox"/> Writes a simple message (generally one sentence) that communicates the writers' purpose.</p>	<p><input type="checkbox"/> Generates topic for writing with teacher assistance through conversation.</p> <p><input type="checkbox"/> Uses ABC chart, letter book and name chart to support letter-sound match with teacher assistance some of the time.</p> <p><input type="checkbox"/> Uses spaces between words most of the time.</p> <p><input type="checkbox"/> Writes more letters with correct formation.</p> <p><input type="checkbox"/> Edits by crossing out letters and uses practice page by trying out letters and experimenting with writing new words.</p> <p><input type="checkbox"/> Segments words into individual phonemes with or without teacher assistance some of the time.</p> <p><input type="checkbox"/> Hears and records some consonant letter sounds in sequential order and some easy to hear vowels may appear randomly.</p> <p><input type="checkbox"/> Writes some (3-5) high frequency words accurately that reflect attention to print.</p> <p><input type="checkbox"/> Uses rereading strategy some of the time without teacher assistance.</p> <p><input type="checkbox"/> Uses pre-communicative and some semi-phonetic spellings.</p> <p><input type="checkbox"/> Demonstrates some awareness of end punctuation (over generalizes placement).</p> <p><input type="checkbox"/> Demonstrates some awareness of beginning capitalization (first word of text).</p> <p><input type="checkbox"/> Writes a simple message of one to two sentences that communicates the writer's purpose.</p>	<p><input type="checkbox"/> Generates topic for writing with or without teacher assistance.</p> <p><input type="checkbox"/> Uses ABC chart, letter book, and name chart to support letter-sound match without teacher assistance some of the time.</p> <p><input type="checkbox"/> Uses spaces between words consistently.</p> <p><input type="checkbox"/> Writes more letters with correct formation.</p> <p><input type="checkbox"/> Edits by crossing out letters and uses practice page by trying out letters and experimenting with writing new words.</p> <p><input type="checkbox"/> Segments words into individual phonemes without teacher assistance most of the time.</p> <p><input type="checkbox"/> Hears and records most consonant letter sounds and some easy to hear vowels may appear in sequential order.</p> <p><input type="checkbox"/> Writes more (6-10) high frequency words accurately that reflect attention to print.</p> <p><input type="checkbox"/> Uses rereading strategy most of the time without teacher assistance.</p> <p><input type="checkbox"/> Uses mostly semi-phonetic and some phonetic spellings.</p> <p><input type="checkbox"/> Demonstrates increased awareness of end punctuation (placement occurs at the end of one sentence text and is misused when text contains more than one sentence).</p> <p><input type="checkbox"/> Demonstrates increased awareness of beginning capitalization (first word of text).</p> <p><input type="checkbox"/> Writes a simple message of one to three sentences that communicate the writer's purpose.</p>

