

Kindergarten Writing Proficiency Classroom Chart

End of 1st Reporting Period



Student Name	Generates topic for writing by drawing picture	Aware of where to begin/ directional movement	Records strings of letters and where to begin/	Writes some letters correctly, mostly capital	Limited knowledge of hearing and recording sounds in words	Writes name with correct formation, correct upper and lower case	Uses pre-communicative spelling	Use labels or simple drawings, along with random letters
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Source: Dorn, L. & Soffos, C. (2002). *Scaffolding Young Writers: A Writer's Workshop Approach*. Portland, ME: Stenhouse Publishers, page 5.

Kindergarten Writing Proficiency Classroom Chart

End of 2nd Reporting Period



Student Name	Generates topic and name chart with teacher assistance	Uses ABC chart and directional movement	Understands where to begin	Use spaces between words	Writes some letters correctly	Edits by crossing out letters	Segments words for letters	Hears and records but not in sequence	frequency words accurately	Writes 1-2 simple high-	Uses semi-phonetic spelling	Writes pre-communicative and (Generally 1 sentence)
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Kindergarten Writing Proficiency Classroom Chart

End of 3rd Reporting Period



Student Name	Generates topic with teacher help and name chart some of the time	Uses ABC chart, letter book, most of the time	Use spaces between words Edits by crossing out letters/uses page by trying out letters and words	Writes more letters correctly without teacher help	Segments words into phonemes with sequence and some easy-to-hear vowels	Hears and records some easy-to-hear vowels	Writes 3-5 high-frequency words with or of the time	Writes 3-5 high-frequency words accurately	Uses rereading strategy some	Uses pre-communicative and some semi-phonetic spelling	Awareness of end punctuation	Writes a simple message of 1-2 sentences
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Source: Dorn, L. & Soffos, C. (2002). *Scaffolding Young Writers: A Writer's Workshop Approach*. Portland, ME: Stenhouse Publishers, page 5.

Kindergarten Writing Proficiency Classroom Chart

End of 4th Reporting Period



Student Name	Uses ABC chart, letter book, or name chart without teacher assistance	Generates topic with or without teacher assistance	Writes more letters correctly consistently	Use spaces between words	Edits by crossing out letters	Segments words help most of the time	Hears and records most of the time easy to hear vowels may be in phonemes	Writes 6-10 high-frequency words accurately	Uses rereading strategy most of time without teacher prompt	Increased awareness of end punctuation (end of one-sentence text)	Increased awareness of capitalization (First word of text)	Writes simple message 1-3 sentences
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First Grade Writing Proficiency Classroom Chart


End of 1st Reporting Period

	Generates topic with teacher help	Creates opening with teacher help	Records 2-4 events in order with teacher help	Aware of descriptive words/strong nouns/	Uses rereading strategy independently	Uses ABC chart/letter help most of the time	Writes most letters with ease	Segments unknown words into phonemes independently	Hears/records all consonants and easy-to-hear vowels in sequence
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Source: Dorn, L. & Soffos, C. (2002). *Scaffolding Young Writers: A Writer's Workshop Approach*. Portland, ME: Stenhouse Publishers, page 5.

First Grade Writing Proficiency Classroom Chart

End of 1st Reporting Period

	Edits by crossing out letters or words independently	Revises by using a caret to add 1-2 words with teacher help	Writes a few simple words accurately with teacher help	Understands closing punctuation with teacher help	Understands beginning capitalization with teacher help	Uses mostly phonetic spelling	writing with teacher help	Aware of different genre
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Source: Dorn, L. & Soffos, C. (2002). *Scaffolding Young Writers: A Writer's Workshop Approach*. Portland, ME: Stenhouse Publishers, page 5.

First Grade Writing Proficiency Classroom Chart

End of 2nd Reporting Period

	Generates topic with or without teacher help some of the time	Creates help some of the time	Records help some of the time	Records events in order with or without teacher help some of the time	Increased awareness of descriptive words with or without strong nouns/muscular verbs with or without	Uses chart independently	Uses resources to support spelling with teacher help or without teacher help	Writes all letters fluently	Segments unknown words into phonemes and attends to visual patterns with teacher help
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First Grade Writing Proficiency Classroom Chart

End of 2nd Reporting Period



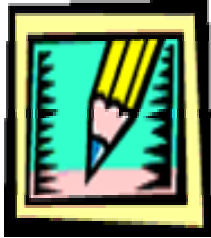
Student Name	Edits by circling a few words and attempts to correct with teacher help	Revises by using a caret to add 1-2 words	Revises by deleting some words and proofreading techniques with teacher help	Writes some basic high-frequency words and using without teacher help	Understands closing punctuation with or without teacher help	Understands beginning capitalization with or some of the time	Uses phonetic spelling and some transitional spelling with or some of the time
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First Grade Writing Proficiency

Classroom Chart

End of 3rd Reporting Period

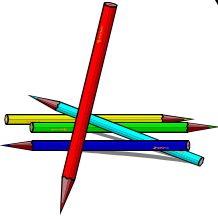


Student Name	Generates topic without teacher help most of the time	Creates opening without teacher help most of the time	Records events in order without teacher help most of the time	Understands descriptive words/verbs with or without teacher help	Uses resources to support spelling without teacher help some of the time	Uses practice page for problem-solving without teacher help some of the time	Segments unknown words into phonemes and attends to visual patterns with or without teacher help
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First Grade Writing Proficiency Classroom Chart

End of 3rd Reporting Period



Student Name	Edits by circling with or without teacher help some of the time	Revises by deleting some words and using proofreading frequency words accurately	Revises by using a caret to add words or help some of the time	Understands closing punctuation with or without teacher help some of the time	Understands beginning capitalization with or without teacher help some of the time	Writes more basic high-accuracy	Understands closing punctuation with or without teacher help some of the time	Understands beginning capitalization with or without teacher help some of the time	Uses phonetic spelling and some transitional spelling
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First Grade Writing Proficiency Classroom Chart

End of 4th Reporting Period

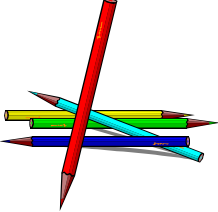


Student Name	Creates opening sentence independently	Develops ideas in logical order	Uses strong nouns/verbs	Uses writing checklist	Uses resources to support spelling	Segments unknown words using visual patterns	Attends to larger units
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First Grade Writing Proficiency Classroom Chart

End of 4th Reporting Period



Student Name	Edits by circling some words without teacher help most of the time	Revises by deleting some words or ideas independently	Revises by using a caret to add new words and attempts to correct	Understands closing punctuation help most of the time	Writes most basic high-frequency words accurately	Understands beginning capitalization with or without teacher help some of the time	Understands different genre writing without teacher help most of the time	Uses some conventional spelling without teacher help some of the time
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