

Kindergarten Proficiency Scale for Writing/Representing

**lists, journals, notes, simple stories, digital presentations*

Performance Standards & Writing Traits		Emerging	Developing	Proficient	Extending
		The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected.
*** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.					
Snapshot		The student can co-create a text. May use drawing or random scribbling to communicate an idea.	The student can create some texts for a select audience/ purpose. Is beginning to distinguish drawing from writing as two different forms of expression.	The student can plan and create text for different purposes and audiences that deepen awareness of self, family or community. They use scribble writing or letter strings to communicate meaning.	The student can write a simple text. They may include their own idea or a detail. The writing shows attempts at risk taking and may include errors.
Meaning	Ideas • Manipulatives: toys, puppets, digital tools, storyboard	<ul style="list-style-type: none"> • I can attempt to generate an idea • I can attempt to share an idea • I can attempt to share an idea using manipulatives, drawing or writing; • I can attempt to create texts that connect to myself, family or community 	<ul style="list-style-type: none"> • I can generate an idea; modeled or copied • I can briefly share an idea, opinion or feeling • I can share an idea with manipulatives, drawing or writing; may be modeled or copied • I can create texts that somewhat connects to myself, family or community 	<ul style="list-style-type: none"> • I can generate ideas related to the topic • I can share my feeling/opinion/preference • I can share my ideas with manipulatives, drawings or writing • I can create texts that deepens awareness of myself, my family or my community 	<ul style="list-style-type: none"> • I can generate my own original ideas • I can share ideas, preferences, feelings, opinions • I can share my ideas in various forms • I can create original texts that deepens awareness of self, family or community
Style	Word Choice	• I can attempt to use pictures to represent my spoken words	• I can use pictures, scribbles and symbols to represent my spoken words	• I can use scribble-writing and letter-strings to represent my spoken words	• I can use beginning sounds and environmental print to represent my spoken words
	Sentence Fluency	• I can attempt to use markings to communicate meaning.	• I can use markings (i.e. random scribbles or symbols) to communicate meaning	• I can use scribble-writing and letter-strings to communicate meaning; may copy words	• I can write basic sentences; may follow a sentence frame/stem to communicate meaning.
	Voice	• I can attempt to show personality; may be limited or offer a loose reflection of myself.	• I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.	• I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity	• My personality shines through; My ideas are rich and give a strong sense of identity.
Form	Organization • presentation • flow/form	<ul style="list-style-type: none"> • I can attempt to create printed text and drawings. • I can attempt to show the difference between drawing and writing • I can attempt left to right directionality 	<ul style="list-style-type: none"> • I can create text that somewhat connects printed ideas and drawings. • I can differentiate some drawing from writing • I can show some left to right directionality 	<ul style="list-style-type: none"> • I can create printed text and drawings that are connected. • I can differentiate drawing from writing • I can show left to right directionality 	<ul style="list-style-type: none"> • I can create connected printed text and drawings that show originality and creativity. • I can differentiate between various text features
Conventions	<ul style="list-style-type: none"> • sounds in print • punctuation (. ! ?) • spacing 	<ul style="list-style-type: none"> • I can attempt to print • I can attempt to use signs/symbols for punctuation • I can attempt to use spaces to mark word boundaries 	<ul style="list-style-type: none"> • I can attempt to print some letters with their distinctive features • I can use some signs/symbols for punctuation • I can include some spaces to mark word boundaries 	<ul style="list-style-type: none"> • I can attempt to print upper/lower case letters with their distinctive features • I can use specific signs/symbols for punctuation • I can use spaces to mark word boundaries 	<ul style="list-style-type: none"> • I can print most upper and lowercase letters accurately • I can use various forms of punctuation • I can include accurate spacing between words

*Text is a generic term and refers to oral, written, visual and digital texts.