

Grade 1 Proficiency Scale for Writing/Representing

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

Performance Standards & Writing Traits		Emerging: The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	Developing: The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	Proficient: The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	Extending: The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected in relation to the learning standard.
*** 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 uses mainly drawing with some words. The writing may be copied and short with frequent errors. The student is making attempts at letter/sound.	The student can create some texts for select audiences/purposes. The text can be told with some letters, words and drawings. They are beginning to explore spelling, punctuation, grammar.	The student can plan and create simple texts for different purposes/audiences to deepen awareness of self, family or community. They use letters and words to communicate, with some conventions of spelling, grammar and punctuation.	The student writes a text that is clear for the reader. They include some of their own ideas. The writing shows attempts at risk taking and may include errors with more complex words or sentence structure.
Meaning	Ideas - real/imagined - teach, inspire, engage - strengthen identity -purpose/audience	<ul style="list-style-type: none"> I can attempt to generate an idea I can attempt to engage the viewer I can attempt to create written text I can attempt to expand sentences I can attempt to write a sentence 	<ul style="list-style-type: none"> I can generate an idea; may be modeled or copied I can sometimes teach, inspire, or engage viewers I can create text with some purposes I can expand some sentences by including more information I can write some sentences (1-2+) to express thoughts and/or ideas 	<ul style="list-style-type: none"> I can generate real or imagined ideas I can teach, inspire, or engage viewers I can create text for a purpose/audience I can expand sentences by including more information I can write a few sentences (2-3+) to express thoughts and/or ideas with some detail 	<ul style="list-style-type: none"> I can generate my own original ideas I can create sophisticated ideas that teach, inspire and engage the viewers I can create original texts for various purposes and audiences I can expand sentences in sophisticated ways I can write a few sentences (4-5+) to express thoughts and/or ideas with some detail
Style	Word Choice <small>-Literary Elements: sound play, images, colour, symbols, poetic & figurative language -Story Elements: setting, character, events (few details)</small>	<ul style="list-style-type: none"> I can use scribbles or letter-strings; traced or copied words I can attempt to show understanding of literary elements/devices I can attempt to show understanding of story elements; limited story vocabulary I can attempt to write phonemes to represent words 	<ul style="list-style-type: none"> I can use simple and repetitive words I can show some understanding of literary elements/devices I can show some understanding of story elements; uses some story vocabulary I can sometimes write initial, terminal, and medial phonemes 	<ul style="list-style-type: none"> I can use familiar words to express my ideas I can consistently show an understanding of literary elements/devices I can consistently show an understanding of story elements; uses story specific vocabulary I can write initial phonemes, terminal phonemes, and most medial phonemes (e.g., "I lik flowrs = I like flowers") 	<ul style="list-style-type: none"> I can take risks by using new or descriptive words I can show a sophisticated understanding of literary elements/devices I can show a sophisticated understanding of story elements I can write all the phonemes in words
	Sentence Fluency	<ul style="list-style-type: none"> I can write letters (scribble or a string of letters) and some words (copied/traced) I can attempt to use present and past tense verbs I can attempt to construct compound sentences I can attempt to use nouns and verbs correctly I can attempt to form a sentence with a subject or a predicate 	<ul style="list-style-type: none"> I can write some simple sentences; often with a sentence frame or in list form I can sometimes use present and past tense verbs correctly I can sometimes construct compound sentences using conjunctions I can use some nouns and verbs correctly and may expand sentences using some additional describing words I can sometimes form sentences with a subject and a predicate 	<ul style="list-style-type: none"> I can write simple sentences; sometimes in list form I can use present and past tense verbs correctly I can construct compound sentences using conjunctions I can use nouns and verbs correctly and may expand sentences using additional describing words (adjectives) I can form complete sentences with a subject and a predicate 	<ul style="list-style-type: none"> I can write a variety of complete sentences I can use sophisticated present and past tense verbs correctly I can construct more complex compound sentences using conjunctions I can use sophisticated nouns and verbs correctly and expand sentences using additional describing words (adjectives and adverbs) I can form complete, sophisticated sentences with a subject and a predicate
	Voice	<ul style="list-style-type: none"> I can attempt to show personality; may be limited or offer a loose reflection of myself 	<ul style="list-style-type: none"> I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity 	<ul style="list-style-type: none"> I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity 	<ul style="list-style-type: none"> My personality shines through; My ideas are rich and give a strong sense of identity
Form	Organization • on-topic • present ideas • flow/form	<ul style="list-style-type: none"> I can attempt to relate my ideas to a topic I can attempt to organize my ideas I can attempt to follow a sequence I can attempt to left to right directionality I can attempt to write fiction that follows a taught story framework I can attempt to write non-fiction 	<ul style="list-style-type: none"> I can sometimes relate my ideas to a topic I can present ideas in one format I can follow some sequencing for my events I can write with some left-right directionality I can sometimes write fiction that follows a taught story framework and may contain some story language I can sometimes write non-fiction that is conversational, with simple descriptions and repeats simple patterns 	<ul style="list-style-type: none"> I can relate my ideas to a topic I can present/organize ideas in various ways I can follow a logical sequence for my events I can write with left to right directionality I can write fiction that follows a taught story framework and may contain some story language I can write non-fiction that is conversational, with simple descriptions and repeats simple patterns 	<ul style="list-style-type: none"> I can relate my ideas to topics in a sophisticated way I can present ideas in sophisticated ways I can follow sophisticated sequencing I can write more complex fiction that follows a story framework and contains story language I can write non-fiction that is more complex, with sophisticated descriptions
Fine Motor		<ul style="list-style-type: none"> I can attempt to hold and control a pencil 	<ul style="list-style-type: none"> I can sometimes hold and control a pencil with appropriate grip and pressure 	<ul style="list-style-type: none"> I can hold and control a pencil with appropriate grip and pressure 	
Conventions • spelling • ending punctuation (.) • capitalization • grammar • legible printing • proper spacing • printing		<ul style="list-style-type: none"> I can attempt to spell CVC, CCVC, CVCC, CCVCC, and CVCe words I can attempt to use conventional spelling for words I can attempt to spell some one-syllable words with common spelling patterns I can attempt to use punctuation I can attempt to use upper-case and lower-case letters I can attempt some basic grammar I can attempt to use letter formation I can attempt to separate printed words I can attempt to revise/edit my work 	<ul style="list-style-type: none"> I can begin to use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words I can sometimes use conventional spelling for taught words and some invented spelling may be used for words that have not been taught I can begin to spell some one-syllable words with common spelling patterns I can sometimes use ending punctuation I can use some upper-case and lower-case letters by sometimes capitalizing names, beginnings of sentences, and proper nouns I can attempt basic grammar conventions I can print some letters and words legibly and am beginning to use appropriate strokes, directionality, and size I can sometimes use appropriate spacing between letters and words I can sometimes revise/edit my work, by checking for simple punctuation and capitalization, with prompt from teacher 	<ul style="list-style-type: none"> I can begin to use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words I can use conventional spelling for taught words and invented spelling may be used for words that have not been taught I can begin to spell one-syllable words with common spelling patterns I can use punctuation (periods, exclamation marks, question marks) at the end of sentences I can use both upper-case and lower-case letters by capitalizing names and beginning to capitalize beginning of sentences and proper nouns I can use some basic grammar conventions I can print letters and words legibly using appropriate strokes, directionality, and size I can use appropriate spacing between letters and words I can show evidence of revising/editing by checking for simple punctuation (period, exclamation mark, question mark) and capitalization, with prompt from teacher 	<ul style="list-style-type: none"> I can use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words correctly I can use conventional spelling for taught words and words that have not been taught I can spell one-syllable words correctly with common spelling patterns I can use various forms of punctuation I can use both upper and lower case letters accurately I can use near-accurate grammar conventions I can print all words and sentences legibly, with automaticity using appropriate strokes, directionality, and size I can take initiative to revise/edit my work by checking for punctuation and capitalization

Spelling Checklist	<ul style="list-style-type: none"><input type="checkbox"/> VCe (vowel-consonant-silent 'e' like "cape," "pine") as well as exceptions (e.g., "have," "love")<input type="checkbox"/> Common consonant digraphs (ch, sh, th, wh, ng)<input type="checkbox"/> Double consonant endings (zz, ff, ll, ss)<input type="checkbox"/> Suffixes that require no spelling changes ('-s', '-ful', '-ed', '-ing')<input type="checkbox"/> Long vowel sounds/Common vowel teams (/ai/, /ay/, /ee/, /ea/, /ey/, /ie/, /igh/, /oa/, /ow/, /oe/, /ew/, /ui/, /ue/)<input type="checkbox"/> R-controlled vowel sounds (/ar/, /er/, /ir/, /or/, /ur/)<input type="checkbox"/> Vowel diphthongs (/oi/, /oy/, /ou/, /ow/)
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