

# Kindergarten Proficiency Scale for Writing/Representing

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

<b>Performance Standards &amp; Writing Traits</b>		<b>Emerging:</b> The learner demonstrates an <b>initial</b> understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	<b>Developing:</b> The learner demonstrates a <b>partial</b> understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	<b>Proficient:</b> The learner consistently demonstrates a <b>complete</b> understanding of the concepts and competencies at an independent level.	<b>Extending:</b> The learner demonstrates a <b>sophisticated</b> understanding of the concepts and competencies and goes beyond what is expected.
<b>*** 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.</b>					
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	<b>Ideas</b> <ul style="list-style-type: none"> <li>Manipulatives: toys, puppets, digital tools, storyboard</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt to generate an idea</li> <li>I can attempt to share an idea</li> <li>I can attempt to share an idea using tactile materials, drawing or writing</li> <li>I can attempt to create texts that connect to myself, family or community</li> <li>I can attempt to complete a sentence starter</li> <li>I can attempt to write to describe a picture I have drawn</li> </ul>	<ul style="list-style-type: none"> <li>I can generate an idea; may be modeled or copied</li> <li>I can briefly share an idea, opinion or feeling</li> <li>I can share an idea with tactile materials, drawing or writing; may be modeled or copied</li> <li>I can create texts that somewhat connect to myself, family or community</li> <li>I can complete some sentence starters</li> <li>I can sometimes write a sentence to describe a picture I have drawn</li> </ul>	<ul style="list-style-type: none"> <li>I can generate ideas related to the topic</li> <li>I can share my feeling, opinion, or preference</li> <li>I can share my ideas with tactile materials, drawings, or writing</li> <li>I can create texts that deepen awareness of myself, my family or my community</li> <li>I can complete a sentence starter</li> <li>I can write 1-2 sentences to describe a picture I have drawn</li> </ul>	<ul style="list-style-type: none"> <li>I can generate my own original ideas</li> <li>I can share my ideas in various forms</li> <li>I can create sophisticated texts that deepen awareness of self, family or community</li> <li>I can complete a sentence starter in a sophisticated way</li> <li>I can write a few sentences (2-3+) to describe a picture I have drawn</li> </ul>
Style	<b>Word Choice</b>	<ul style="list-style-type: none"> <li>I can attempt to write familiar words</li> <li>I can attempt to write initial or final phonemes</li> </ul>	<ul style="list-style-type: none"> <li>I can write some familiar words</li> <li>I can write some initial phonemes and final phonemes</li> </ul>	<ul style="list-style-type: none"> <li>I can write familiar words</li> <li>I can write initial phonemes and often final phonemes. I may write medial phonemes (e.g., "I lk fwrs = I like flowers")</li> </ul>	<ul style="list-style-type: none"> <li>I can write familiar and unfamiliar words</li> <li>I can consistently write initial phonemes, final phonemes, and medial phonemes</li> </ul>
	<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>I can attempt to write a sentence - may include random scribbles or symbols</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes write a sentence that may include taught high frequency words or inventive spelling</li> </ul>	<ul style="list-style-type: none"> <li>I can write 1-2 sentences that include taught high frequency words and inventive spelling (e.g., "I had a sepovr wif Kate. We stad up lat." = "I had a sleepover with Kate. We stayed up late.")</li> </ul>	<ul style="list-style-type: none"> <li>I can write a few sentences (2-3+) that include high frequency words and inventive spelling</li> </ul>
	<b>Voice</b>	<ul style="list-style-type: none"> <li>I can attempt to show personality; may be limited or offer a loose reflection of myself.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.</li> </ul>	<ul style="list-style-type: none"> <li>I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity</li> </ul>	<ul style="list-style-type: none"> <li>My personality shines through; My ideas are rich and give a strong sense of identity.</li> </ul>
Form	<b>Organization</b> <ul style="list-style-type: none"> <li>presentation</li> <li>flow/form</li> </ul>	<ul style="list-style-type: none"> <li>I can attempt to create printed text and drawings</li> <li>I can attempt to show the difference between drawing and writing</li> <li>I can attempt left to right directionality</li> </ul>	<ul style="list-style-type: none"> <li>I can create text that somewhat connects printed ideas and drawings</li> <li>I can differentiate some drawing from writing</li> <li>I can show some left to right directionality</li> </ul>	<ul style="list-style-type: none"> <li>I can create printed text and drawings that are connected</li> <li>I can differentiate drawing from writing</li> <li>I can show left to right directionality</li> </ul>	<ul style="list-style-type: none"> <li>I can create connected printed text and drawings that show originality and creativity</li> <li>I can differentiate between various text features</li> </ul>
Fine Motor		<ul style="list-style-type: none"> <li>I can attempt to hold and control a pencil</li> </ul>	<ul style="list-style-type: none"> <li>I can sometimes hold and control a pencil with appropriate grip</li> </ul>	<ul style="list-style-type: none"> <li>I can hold and control a pencil with appropriate grip most of the time</li> </ul>	<ul style="list-style-type: none"> <li>I can always hold and control a pencil with appropriate grip</li> </ul>
Conventions <ul style="list-style-type: none"> <li>sounds in print</li> <li>punctuation ( . ! ? )</li> <li>spacing</li> <li>printing</li> <li>spelling</li> </ul>		<ul style="list-style-type: none"> <li>I can attempt to print some letters</li> <li>I can attempt to spell taught and practiced high frequency, CV, VC and CVC words</li> <li>I can attempt to use graphemes to represent phonemes in my writing with some initial and final graphemes present</li> <li>I can attempt to remember the spellings of personally significant words</li> <li>I can attempt to use some upper and lower case letters</li> <li>I can attempt to use signs/symbols for punctuation</li> <li>I can attempt to use spacing between words</li> <li>I can attempt to complete a sentence starter</li> </ul>	<ul style="list-style-type: none"> <li>I can print some letters with their distinctive features</li> <li>I can sometimes spell taught and practiced high frequency, CV, VC and CVC words</li> <li>I can sometimes use graphemes to represent phonemes in my writing with some initial and final graphemes present</li> <li>I can sometimes remember the spellings of personally significant words</li> <li>I can sometimes recognize and use capital letters</li> <li>I can use some signs/symbols for punctuation</li> <li>I can sometimes use spacing between words</li> <li>I can sometimes complete a sentence starter to demonstrate a taught skill</li> </ul>	<ul style="list-style-type: none"> <li>I can print all 26 upper and lowercase letters, beginning to form with appropriate strokes and directionality</li> <li>I can spell taught and practiced high frequency, CV, VC and CVC words</li> <li>I can use graphemes to represent phonemes in my writing with initial and final graphemes present</li> <li>I can remember the spellings of personally significant words</li> <li>I can recognize, and may use, capital letters at the beginning of sentences or for my name</li> <li>I can use simple punctuation (periods) in writing</li> <li>I can use appropriate spacing between words</li> <li>I can complete a sentence starter to demonstrate a taught skill (e.g., plural "s", consonant cluster, punctuation)</li> </ul>	<ul style="list-style-type: none"> <li>I can spell new high frequency, CV, VC and CVC words</li> <li>I can use graphemes to represent phonemes in my writing with initial, medial, and final graphemes present</li> <li>I can recognize and use capital letters at the beginning of sentences and for my name</li> <li>I can use various forms of punctuation</li> <li>I can complete a sentence starter to demonstrate a taught skill in a sophisticated way</li> </ul>

Spelling Checklist	<input type="checkbox"/> CVC words with short vowel sounds (/a/, /i/, /o/, /u/, /e/) <input type="checkbox"/> Common consonant digraphs ('ch', 'ck', 'sh', 'th', 'wh')
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\*Text is a generic term and refers to oral, written, visual and digital texts.