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.**
Skills/Strategies		**I can…**	**I can…**	**I can…**	**I can…**
Meaning	Ideas - real/imagined - teach, inspire, engage - strengthen identity -purpose/audience	• attempt to generate an idea • attempt to engage the viewer • attempt to create written text • attempt to expand sentences • attempt to write a sentence	• generate an idea; may be modeled or copied • sometimes teach, inspire, or engage viewers • create text with some purposes • expand some sentences by including more information • write some sentences (1-2+) to express thoughts and/or ideas	• generate real or imagined ideas • teach, inspire, or engage viewers • create text for a purpose/audience • expand sentences by including more information • write a few sentences (2-3+) to express thoughts and/or ideas with some detail	• generate my own original ideas • create sophisticated ideas that teach, inspire and engage the viewers • create original texts for various purposes and audiences • expand sentences in sophisticated ways • write a few sentences (4-5+) to express thoughts and/or ideas with some detail
Style	Word Choice -Literary Elements: sound play, images, colour, symbols, poetic & figurative language -Story Elements: setting, character, events (few details)	• use scribbles or letter-strings; traced or copied words • attempt to show understanding of literary elements/devices • attempt to show understanding of story elements; limited story vocabulary • attempt to write phonemes to represent words	• use simple and repetitive words • show some understanding of literary elements/devices • show some understanding of story elements; uses some story vocabulary • sometimes write initial, terminal, and medial phonemes	• use familiar words to express my ideas • consistently show an understanding of literary elements/devices • consistently show an understanding of story elements; uses story specific vocabulary • write initial phonemes, terminal phonemes, and most medial phonemes (e.g., “I lik flowrs = I like flowers”)	• take risks by using new or descriptive words • show a sophisticated understanding of literary elements/devices • show a sophisticated understanding of story elements • write all the phonemes in words
	Sentence Fluency	• write letters (scribble or a string of letters) and some words (copied/traced) • attempt to use present and past tense verbs • attempt to construct compound sentences • attempt to use nouns and verbs correctly • attempt to form a sentence with a subject or a predicate	• write some simple sentences; often with a sentence frame or in list form • sometimes use present and past tense verbs correctly • sometimes construct compound sentences using conjunctions • use some nouns and verbs correctly and may expand sentences using some additional describing words • sometimes form sentences with a subject and a predicate	• write simple sentences; sometimes in list form • use present and past tense verbs correctly • construct compound sentences using conjunctions • use nouns and verbs correctly and may expand sentences using additional describing words (adjectives) • form complete sentences with a subject and a predicate	• write a variety of complete sentences • use sophisticated present and past tense verbs correctly • construct more complex compound sentences using conjunctions • use sophisticated nouns and verbs correctly and expand sentences using additional describing words (adjectives and adverbs) • form complete, sophisticated sentences with a subject and a predicate
	Voice	• attempt to show personality; may be limited or offer a loose reflection of myself	• show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity	• 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 • on-topic • present ideas • flow/form	• attempt to relate my ideas to a topic • attempt to organize my ideas • attempt to follow a sequence • attempt to left to right directionality • attempt to write fiction that follows a taught story framework • attempt to write non-fiction	• sometimes relate my ideas to a topic • present ideas in one format • follow some sequencing for my events • write with some left-right directionality • sometimes write fiction that follows a taught story framework and may contain some story language • sometimes write non-fiction that is conversational, with simple descriptions and repeats simple patterns	• relate my ideas to a topic • present/organize ideas in various ways • follow a logical sequence for my events • write with left to right directionality • write fiction that follows a taught story framework and may contain some story language • write non-fiction that is conversational, with simple descriptions and repeats simple patterns	• relate my ideas to topics in a sophisticated way • present ideas in sophisticated ways • follow sophisticated sequencing • write more complex fiction that follows a story framework and contains story language • write non-fiction that is more complex, with sophisticated descriptions
Fine Motor		• attempt to hold and control a pencil	• sometimes hold and control a pencil with appropriate grip and pressure	• hold and control a pencil with appropriate grip and pressure	
Conventions • spelling • ending punctuation (.?) • capitalization • grammar • legible printing • proper spacing • printing		• attempt to spell CVC, CCVC, CVCC, CCVCC, and CVCe words • attempt to use conventional spelling for words • attempt to spell some one-syllable words with common spelling patterns • attempt to use punctuation • attempt to use upper-case and lower-case letters • attempt some basic grammar • attempt to use letter formation • attempt to separate printed words • attempt to revise/edit my work	• begin to use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words • sometimes use conventional spelling for taught words and some invented spelling may be used for words that have not been taught • begin to spell some one-syllable words with common spelling patterns • sometimes use ending punctuation • use some upper-case and lower-case letters by sometimes capitalizing names, beginnings of sentences, and proper nouns • attempt basic grammar conventions • print some letters and words legibly and am beginning to use appropriate strokes, directionality, and size • sometimes use appropriate spacing between letters and words • sometimes revise/edit my work, by checking for simple punctuation and capitalization, with prompt from teacher	• begin to use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words • use conventional spelling for taught words and invented spelling may be used for words that have not been taught • begin to spell one-syllable words with common spelling patterns • use punctuation (periods, exclamation marks, question marks) at the end of sentences • use both upper-case and lower-case letters by capitalizing names and beginning to capitalize beginning of sentences and proper nouns • use some basic grammar conventions • print letters and words legibly using appropriate strokes, directionality, and size • use appropriate spacing between letters and words • show evidence of revising/editing by checking for simple punctuation (period, exclamation mark, question mark) and capitalization, with prompt from teacher	• use spelling patterns to spell CVC, CCVC, CVCC, CCVCC, and CVCe words correctly • use conventional spelling for taught words and words that have not been taught • spell one-syllable words correctly with common spelling patterns • use various forms of punctuation • use both upper and lower case letters accurately • use near-accurate grammar conventions • print all words and sentences legibly, with automaticity using appropriate strokes, directionality, and size • take initiative to revise/edit my work by checking for punctuation and capitalization

Spelling Checklist	☐ VCe (vowel-consonant-silent ‘e’ like "cape," "pine") as well as exceptions (e.g., “have,” “love”) ☐ Common consonant digraphs (ch, sh, th, wh, ng) ☐ Double consonant endings (zz, ff, ll, ss) ☐ Suffixes that require no spelling changes (‘-s’, ‘-ful’, ‘-ed’, ‘-ing’) ☐ Long vowel sounds/Common vowel teams (/ai/, /ay/; /ee/, /ea/, /ey/; /ie/, /igh/; /oa/, /ow/, /oe/; /ew/, /ui/, /ue/) ☐ R-controlled vowel sounds (/ar/, /er/, /ir/, /or/, /ur/) ☐ Vowel diphthongs (/oi/, /oy/, /ou/, /ow/)