Kindergarten 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.
****** 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.**	**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.**
Skills/Strategies		**I can…**	**I can…**	**I can…**	**I can…**
Meaning	Ideas • Manipulatives: toys, puppets, digital tools, storyboard	• attempt to generate an idea • attempt to share an idea • attempt to share an idea using tactile materials, drawing or writing • attempt to create texts that connect to myself, family or community • attempt to write to describe a picture I have drawn	• generate an idea; may be modeled or copied • briefly share an idea, opinion or feeling • share an idea with tactile materials, drawing or writing; may be modeled or copied • create texts that somewhat connect to myself, family or community • sometimes write a sentence to describe a picture I have drawn	• generate ideas related to the topic • share my feeling, opinion, or preference • share my ideas with tactile materials, drawings, or writing • create texts that deepen awareness of myself, my family or my community • write 1-2 sentences to describe a picture I have drawn	• generate my own original ideas • share my ideas in various forms • create sophisticated texts that deepen awareness of self, family or community • write a few sentences (2-3+) to describe a picture I have drawn
Style	Word Choice	• attempt to write familiar words • attempt to write initial or final phonemes	• write some familiar words • write some initial phonemes and final phonemes	• write familiar words • write initial phonemes and often final phonemes. I may write medial phonemes (e.g., “I lk fwrs = I like flowers”)	• write familiar and unfamiliar words • consistently write initial phonemes, final phonemes, and medial phonemes
	Sentence Fluency	• attempt to complete a sentence starter • attempt to write a sentence - may include random scribbles or symbols	• sometimes complete a sentence starter • sometimes write a sentence that may include taught high frequency words or inventive spelling	• complete a sentence starter • 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.”)	• complete a variety of sentence starters • write a few sentences (2-3+) that include high frequency words and inventive spelling
	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 • presentation • flow/form	• attempt to create printed text and drawings • attempt to show the difference between drawing and writing • attempt left to right directionality	• create text that somewhat connects printed ideas and drawings • differentiate some drawing from writing • show some left to right directionality	• create printed text and drawings that are connected • differentiate drawing from writing • show left to right directionality	• create connected printed text and drawings that show originality and creativity • differentiate between various text features
Fine Motor		• attempt to hold and control a pencil	• sometimes hold and control a pencil with appropriate grip	• hold and control a pencil with appropriate grip most of the time	• always hold and control a pencil with appropriate grip
Conventions • sounds in print • punctuation (. ! ?) • spacing • printing • spelling		• attempt to print some letters • attempt to spell taught and practiced high frequency, CV, VC and CVC words • attempt to use graphemes to represent phonemes in my writing with some initial or final graphemes present • attempt to remember the spellings of personally significant words • attempt to use some upper and lower case letters • attempt to use signs/symbols for punctuation • attempt to use spacing between words • attempt to complete a sentence starter	• print some letters with their distinctive features • sometimes spell taught and practiced high frequency, CV, VC and CVC words • sometimes use graphemes to represent phonemes in my writing with some initial and final graphemes present • sometimes remember the spellings of personally significant words • sometimes recognize and use capital letters • use some signs/symbols for punctuation • sometimes use spacing between words • sometimes complete a sentence starter to demonstrate a taught skill	• print all 26 upper and lowercase letters, beginning to form with appropriate strokes and directionality • spell taught and practiced high frequency, CV, VC and CVC words • use graphemes to represent phonemes in my writing with initial and final graphemes present • remember the spellings of personally significant words • recognize, and may use, capital letters at the beginning of sentences or for my name • use simple punctuation (periods) in writing • use appropriate spacing between words • complete a sentence starter to demonstrate a taught skill (e.g., plural “s”, consonant cluster, punctuation)	• spell new high frequency, CV, VC and CVC words • use graphemes to represent phonemes in my writing with initial, medial, and final graphemes present • recognize and use capital letters at the beginning of sentences and for my name • use various forms of punctuation • complete a sentence starter to demonstrate a taught skill in a sophisticated way

Spelling Checklist	☐ CVC words with short vowel sounds (/a/, /i/, /o/, /u/, /e/) ☐ Common consonant digraphs (‘ch’, ‘ck’, ‘sh’, ‘th’, ‘wh’)

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