First Grade Writing Proficiency Guide

Student Name:_____   School Year:_____

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period
❑ Generates topic for writing with increased independence. ❑ Creates an opening sentence or phrase that leads into the writing with teacher assistance some of the time (through conversation). ❑ Records 2-4 sentences in logical order from beginning to end with teacher assistance. ❑ Demonstrates awareness of **rich** descriptive words, nouns, and verbs with teacher assistance (through conversation and read aloud). ❑ Uses rereading strategy independently. ❑ Writes most upper and lowercase letters correctly. ❑ Segments unknown words into individual phonemes independently. ❑ Hears and records all consonant letter sounds and some easy to hear vowels in sequential order. ❑ Edits by crossing out letters or words independently. ❑ Writes a few simple high frequency words accurately. ❑ Demonstrates understanding of closing punctuation with teacher assistance. ❑ Demonstrates understanding of beginning capitalization with teacher assistance (rule is over generalized when editing independently). ❑ Uses mostly phonetic spelling. ❑ Demonstrates awareness of different genre writing (text structure) with teacher assistance.	❑ Generates topic for writing with increased independence. ❑ Creates an opening sentence or phrase that leads into the writing with increased independence most of the time. ❑ Records series of events in chronological order from beginning to end (bed-to-bed) with increased independence most of the time. ❑ Attempts the use of transitional words. ❑ Demonstrates understanding of **rich** descriptive words, nouns, and verbs with increased independence some of the time (through conversation, read aloud and "anchor" charts). ❑ Uses writing checklist to reflect on writing process with increased independence some of the time. ❑ Uses resources to support spelling knowledge with increased independence some of the time (spelling trial page, teacher and student created "anchor" charts). ❑ Writes all upper and lowercase letters correctly. ❑ Segments unknown words into individual phonemes and attends to visual patterns in words with increased independence some of the time (visual patterns are in sequential order some of the time). ❑ Edits by circling a few words that do not look right and attempts to self-correct with increased independence some of the time. ❑ Revises message by using a carat to add new words or ideas to the text with increased independence most of the time. ❑ Writes more basic high frequency words accurately. ❑ Demonstrates understanding of closing punctuation with increased independence some of the time (placement is more accurate when punctuating independently). ❑ Demonstrates understanding of beginning capitalization with increased independence some of the time (rule is over generalized when editing independently). ❑ Uses phonetic spelling and some transitional spelling. ❑ Demonstrates increased awareness of different genre writing (text structure) with increased independence some of the time.	❑ Generates topic for writing independently. ❑ Creates an opening sentence or phrase that leads into the writing independently. ❑ Develops and maintains an idea throughout the piece and the ideas are in logical order. ❑ Attempts to add closure to a piece of writing. ❑ Uses transitional words. ❑ Demonstrates understanding of **rich** descriptive words, nouns, and strong verbs with increased independence. ❑ Uses writing checklist to reflect on writing process with increased independence some of the time. ❑ Uses resources to support spelling knowledge with increased independence most of the time (teacher and student created "anchor" charts). ❑ Segments unknown words using larger units of sound with increased independence most of the time (visual patterns are in sequential order). ❑ Edits by circling/underlining some words that do not look right and attempts to self-correct with increased independence most of the time. ❑ Revises message by using a carat to add new words or ideas to the text independently. ❑ Revises message by deleting some words and using proofreading techniques (drawing a line through unwanted text) with increased independence most of the time. ❑ Writes most basic high frequency words accurately. ❑ Demonstrates understanding of closing punctuation with increased independence most of the time (placement is more accurate when punctuating independently). ❑ Demonstrates understanding of beginning capitalization with increased independence some of the time (rule is over generalized when editing independently). ❑ Uses some phonetic spelling, some transitional spelling, and some conventional spelling. ❑ Demonstrates understanding of different genre writing (text structure) with increased independence most of the time.

The Purpose of a Writing Proficiency Guide and a Rubric

	Writing Proficiency Guide	Writing Rubric
Definition	A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis. The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers. The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)	The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.
The Purpose	• To observe students' writing behaviors over the course of each trimester throughout the school year • To guide students' writing development over time • To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing	• To score students' writing skills on a single piece of writing in a particular genre