

Kindergarten 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
<ul style="list-style-type: none"> <input type="checkbox"/> Generates topic for writing by drawing a picture. <input type="checkbox"/> Dictates a story to go with a picture. <input type="checkbox"/> Demonstrates awareness of where to begin writing and directional movement principle. <input type="checkbox"/> Records strings of letters with little or no concept of space. <input type="checkbox"/> Writes some letters correctly, mostly capital letters. <input type="checkbox"/> Demonstrates awareness of hearing and recording sounds in words by recording strings of letters. <input type="checkbox"/> Writes first name with correct formation using correct upper and lower case letters. <input type="checkbox"/> Uses label or simple drawings, along with random letters to communicate a written message. <input type="checkbox"/> Writes a few simple high frequency words accurately that reflect attention to print. <input type="checkbox"/> Uses rereading strategy with teacher assistance (prompting). 	<ul style="list-style-type: none"> <input type="checkbox"/> Generates topic for writing with teacher assistance through conversation. <input type="checkbox"/> Uses ABC chart, letter resources and name chart to support sound-letter match with increased independence. <input type="checkbox"/> Demonstrates understanding of where to begin writing and directional movement principle. <input type="checkbox"/> Uses spaces between words some of the time. <input type="checkbox"/> Writes more letters correctly. <input type="checkbox"/> Segment words into individual phonemes with increased independence. <input type="checkbox"/> Hears and records some consonant letter sounds in sequential order and some easy to hear vowels may appear randomly. <input type="checkbox"/> Edits by crossing out letters and experiments with writing new words. <input type="checkbox"/> Writes some high frequency words accurately that reflect attention to print. <input type="checkbox"/> Uses rereading strategy with increased independence. <input type="checkbox"/> Demonstrates some awareness of end punctuation (over generalizes placement). <input type="checkbox"/> Demonstrates some awareness of beginning capitalization (first word of text). <input type="checkbox"/> Writes a simple message of one to two sentences that communicate the writer's purpose. 	<ul style="list-style-type: none"> <input type="checkbox"/> Generates topic for writing with increased independence. <input type="checkbox"/> Uses ABC chart, letter resources, and name chart to support sound-letter match with increased independence. <input type="checkbox"/> Uses spaces between words consistently. <input type="checkbox"/> Writes most uppercase and lowercase letters correctly. <input type="checkbox"/> Writes first and last name using correct upper and lower case letters. <input type="checkbox"/> Segments words into individual phonemes with increased independence. <input type="checkbox"/> Hears and records most consonant letter sounds and some easy to hear vowels may appear in sequential order. <input type="checkbox"/> Edits by crossing out letters and experiments with writing new words. <input type="checkbox"/> Writes more high frequency words accurately that reflect attention to print. <input type="checkbox"/> Uses rereading strategy with increased independence. <input type="checkbox"/> Demonstrates increased awareness of end punctuation (placement occurs at end of one sentence text and is misused when text contains more than one sentence). <input type="checkbox"/> Capitalize the first word in a sentence and the pronoun I. <input type="checkbox"/> Writes a simple message of one to three sentences with details that communicate the writer's purpose.

Proficiency Behaviors End of 1st Reporting Period (Notes)	Proficiency Behaviors End of 2nd Reporting Period (Notes)	Proficiency Behaviors End of 3rd Reporting Period
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<p>Opinion/Argument (30%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, narrates, and/or writes a paper that states an opinion <input type="checkbox"/> Establishes a topic within title and/or names the book <input type="checkbox"/> Expresses preferences to topic and/or book <input type="checkbox"/> Uses sources such as, print and internet to gather information about the topic <input type="checkbox"/> Provides a sense of closure <p>Narrative (30%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, narrates, and/or writes a paper that tells a story <input type="checkbox"/> Provides a title <input type="checkbox"/> Establishes the situation or event <input type="checkbox"/> Contains loosely linked events <input type="checkbox"/> Uses time order words <input type="checkbox"/> Provides a reaction to what happened (personal narrative, when applicable) <input type="checkbox"/> Provides sense of closure <p>Informative/Explanatory (30%)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Draws, narrates, and/or writes a paper that gives information or explains <input type="checkbox"/> Establishes topic in title <input type="checkbox"/> Goes beyond title to establish topic sentence <input type="checkbox"/> Supplies relevant facts and information <input type="checkbox"/> Uses sources such as, print and internet to gather information about the topic <input type="checkbox"/> Uses linking words (and, but, then, when, also, etc.)

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The Purpose of a Writing Proficiency Guide and a Rubric

	Writing Proficiency Guide	Writing Rubric
Definition	<p>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.</p> <p>The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers.</p> <p>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)</p>	<p>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.</p>
The Purpose	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • To score students' writing skills on a single piece of writing in a particular genre