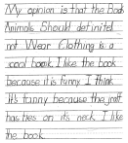
Student_____ Dates_____ Term/s_____

Writing Assessment

1st-2nd Developing Writer Progression

	Kindergarten			1st grade				2nd grade	
									
Writing Sentences to Communicate Ideas	Writes multiple sentences on a topic with occasional use of conventions …… Adds details to writing with prompting and support	Writes a single complete sentence with conventions when prompted	Writes multiple complete sentences with inconsistent use of conventions	Includes some compound sentences in addition to complete simple sentences in writing about a topic		Add details to strengthen writing about a topic	Revises writing in response to questions and suggestions from peers	Produces and expands, and rearranges complete simple and compound sentences about a topic	Strengthens writing as needed by revising and editing
Writing Words to Communicate Ideas	Represents most sounds in unknown words and spells most taught sight words correctly			Represents vowel sounds reasonably with common vowel patterns	Has a vowel in each syllable of multisyllabic words	Uses conventional spellings for words with common spelling patterns and for sight words	Generalizes learned spelling patterns when writing unknown words	Consults reference materials, including beginning dictionaries, as needed, to check and correct spellings	
Print Concepts	Puts spaces between words using top to bottom and left to right orientation				Moves beyond beginning every sentence on a new line (sentence wrapping/ return sweep)				

Comments:

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Student_____ Dates_____ Term/s_____

Writing Assessment

Stretching Beyond 1st-2nd Developing Writer Progression

	3rd Grade			
Writing Sentences to Communicate Ideas	Produces simple, compound, and complex sentences	Develops and strengthens writing as needed by planning, revising, and editing		Recognizes and observes differences between the conventions of spoken and written standard English
Writing Words to Communicate Ideas	Chooses words and phrases for effect	Uses spelling patterns and generalizations in writing words (word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)	Uses conventional spelling for high-frequency and studied words; uses conventional spelling for adding suffixes to base words	Takes brief notes on sources
Print Concepts	Sorts evidence into provided categories	Creates an organizational structure that groups related information together appropriate to tasks and purpose		

Comments:

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