



Assessment Overview: Teachers should aim to assess students in the most naturalistic environment first (i.e., observation) before moving on to more intentionally structured activities (i.e., the Situation).

What Teachers Need to Know and Observe: The writing progression should be used to assess a child's understanding that writing conveys meaning, has a purpose, and expresses the intention of the writer to communicate to an audience. This progression is about a cognitive process that enables children to explore and to articulate in writing their thoughts, ideas, opinions, and knowledge. Children's writing at different levels may include scribbling, letter-like forms, invented spelling, etc. ***This progression is not about the mechanics of writing (spelling, punctuation, capitalization) or penmanship.***

Key Terms:

- **Genre:** A specific category of writing (e.g., narrative, informative/explanatory, opinion)
- **Genre-specific organizational structure:** The structure used to organize one's writing that contains elements specific to a particular genre (e.g., Beginning, middle, end for narrative; Introduction, body, conclusion for informative/explanatory) (Note: Within a genre, there are various appropriate organizational structures that can be used.)
- **Writer's craft:** The techniques writers use to improve their writing (e.g., developing and elaborating through word choices, phrasing, sentence structure, length of sentences and paragraphs); also known as the "six traits" of writing: ideas, organization, voice, word choice, sentence fluency, and conventions), or the "six traits plus one" (presentation).

General Teacher Instructions: There are many opportunities in the typical early childhood classroom to observe children's early writing skills as described in Skills A – G.

Observation Instructions: Observe child while engaged in any writing.

Potential Opportunities for Observation	Potential Materials
Ideal observation settings include any print-rich environment where children have the opportunity to write, e.g., ➤ Writing instruction (e.g., writer's workshop) ➤ Writing in any content area (e.g., science, social studies) ➤ Self-selected spontaneous writing (e.g., during free play, recess) ➤ Writing or other classroom centers or corners ➤ Children's desks, tables, or easels ➤ Library/school media center	Children should have access to a variety of materials for drawing and writing to express their ideas: ➤ Paper and writing/drawing implements of various sizes and types ➤ Interactive white board and stylus ➤ Electronic tablet ➤ Computer and keyboard ➤ Materials to make booklets

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Placing a Child on this Progression: With all progressions, the goal is to identify the level at which the child is solidly performing. If the child is inconsistent at a given level, as children often are when they are learning a new skill, the correct placement is at a lower level. The teacher needs to collect enough evidence to be confident that the child is correctly placed on the progression. This will include multiple pieces of evidence where the child demonstrates the skill level at which he/she is placed and at least one documented instance of allowing the child the opportunity to demonstrate his/her skills/behavior at the next highest level. It will be difficult to place some children on a progression. Children who are not yet at Skill A should be marked as “Emerging” for that progression. Children who have reached the highest level of a progression should be marked at that highest level.

Specific Observation Instructions:

- For Skills B – D, teachers should confer with the child:
 - For Skill B, about their drawing, scribbles, or letter-like forms if child’s idea(s), information, or stories are unclear.
 - For Skill C, about their drawing, letters, words, or phrases if the idea(s), information, or stories are unclear.
 - For Skill D, to determine whether the child has written for an audience and/or with purpose.
- For Skill D, the teacher can establish purpose of writing by the nature of the assignment and the student’s response.
- For Skills E - G, teachers should be able to interpret child's writing without help or guidance from the child.
- For Skill G, while revision can happen at several earlier skill levels, this skill focuses on a child's ability to revise writing that follows a genre-specific structure; that is, the child has already demonstrated Skill F.

Notes about Examples:

- In order to illustrate the development of a child’s writing from one skill level to the next, the examples follow pieces of writing that three children (Abby, Juan, and Lindsay) have produced and how their writing would look different at each Skill Levels B – G. Each child is writing a different genre: narrative, informative/explanatory, or opinion.
- The examples for the observation and situation are essentially the same. The only difference is that in the observation, children are writing on their own while in the situation the teacher has initiated an open-ended writing activity. In the teacher-initiated writing activity, the teacher is more intentional in her/his interaction with the child to understand what the child is trying to express in writing and for Skill D, the audience or purpose for the child’s writing.

NOTE: There is no Task for Writing



Writing Observation Instructions & Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	<u>Dictates</u> ideas, information, or stories to have them written down.	This is not the appropriate skill level placement for a child who has dictations as an accommodation on his/her IEP.	Jerome lost a tooth and asks the teacher to help him write a letter to the tooth fairy. Jerome dictates his letter to say, "Dear Tooth Fairy, I lost a tooth. Please send money. Jerome.")
B	Uses <u>drawings, scribbles, or letter-like forms</u> to express ideas, information, or stories.	Teacher should confer with child about their drawing, scribbles, or letter-like forms if child does not volunteer the information. This skill does not include child using scribbles or letter-like forms to represent child's own name.	Abby finishes drawing a picture about fairies. At the bottom of her picture she writes some letter-like forms. The teacher asks, "Can you tell me about your picture?" Abby tells the teacher the picture is about a fairy princess and her mushroom palace. Juan finishes a written product of scribbles. He shows the teacher his work and tells her this is a letter to his brother about playing at the playground. Lindsay finishes a written product of letter-like forms. She shows the teacher her work and tells her, "This is a grocery list for when my mom and I go to the store."
C	<u>Writes letters, words, or phrases</u> to label drawings or express ideas, information, or stories.	Teacher should confer with child about their drawing, letters, words, or phrases if the idea(s), information, or stories are unclear. Labeling does not include a child writing own name on the page. Instead, it is using letters, words, or phrases that have something to do with the drawing, idea, information or story created by the child.	Abby draws a picture about fairies. At the bottom of her picture she writes recognizable letters. Abby points to the letters and says, "My story is about a fairy princess who lives in a mushroom palace." Juan draws pictures for his informational book about the playground. He draws pictures of swings, a teddy bear, and a pizza. Underneath each drawing, he writes the words "<i>swng</i>" [<i>swing</i>], "<i>ber</i>" [<i>bear</i>], and "<i>peza</i>" [<i>pizza</i>]. Juan shows the teacher his work, points to the words, and says, "This is all about playgrounds." Lindsay draws a picture about going to the grocery store with her mother. Beneath the drawing she writes, "<i>I wint to the stor weth mi mom.</i>" Lindsay reads the sentence, "I went to the store with my mom."

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
D	<u>Writes</u> , demonstrating an understanding of <u>purpose</u> or <u>audience</u> or both.	Teacher should ask child: "As you were writing, were you thinking of who would read this?" (AUDIENCE) AND "Why did you write this?" (PURPOSE) (PURPOSE): If child responds with "because you told me to," teacher can ask follow-up questions such as: "Tell me more" "Is there anything else?" "Are there any other reasons?" Child only needs to express purpose <u>or</u> audience to be placed on this skill.	Abby draws a picture about fairies. At the bottom of her picture she writes recognizable letters. Abby points to the letters and says, "My story tells about the fairy princess who lives in a mushroom palace." The teacher asks, "Who did you write this story for?" Abby responds, "I don't know." The teacher asks, "Why did you write this story?" Abby responds, "I love writing stories about fairy princesses." (Abby's response conveys purpose [her love of writing stories], but not audience.) Juan draws pictures for his informational book about the playground. He draws pictures of swings, a pizza, and a teddy bear. Underneath each drawing, he writes the words "<i>swng</i>" [<i>swing</i>], "<i>peza</i>" [<i>pizza</i>], and "<i>ber</i>" [<i>bear</i>]. Juan shows the teacher his work, points to the words, and says, "This is all about playgrounds." The teacher asks Juan, "Who did you write this for?" Juan replies, "I want to teach my friends about the park." (Juan's response conveys both audience [friends] and purpose [teach].) Lindsay writes an opinion piece about her favorite things to do. She draws a picture about going to the mall with her mother. Beneath the drawing she writes "<i>I lik to go to the mal weth mi mom to by toys.</i>" Lindsay reads the sentence aloud, "I like to go to the mall with my mom to buy toys." The teacher asks Lindsay, "Who did you write this for?" Lindsay replies, "This is for my mom." The teacher asks, "Why did you write it?" Lindsay replies, "I'm not sure." (Lindsay's response conveys audience [mom] but not purpose.)
E	<u>Writes two or more related ideas</u> , pieces of information, or events.	The relationship between ideas must be evident in child's writing.	Abby writes a story about fairy princesses: "<i>Ther ones was to fary prinsees. They went to the bal. They war pik dress.</i>" [<i>There once was two fairy princesses. They went to the ball. They wore pink dresses.</i>] (Abby wrote a story with two related events.) Juan draws a series of pictures for his informational book about playgrounds. He draws pictures of swings, a slide, and monkey bars. Underneath each drawing, he writes the words "<i>swng</i>" [<i>swing</i>], "<i>slid</i>"

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			[slide], "mnki brs" [monkey bars]. (Juan wrote a series of related words about the playground. This example differs from previous examples because it shows two or more related pieces of information about the playground whereas the examples from Skills C and D show unrelated information about the playground [i.e., swing, bear, pizza].) Lindsay writes an opinion piece about her favorite things to do. She draws a picture about going to the mall with her mother. Beneath the drawing she writes, "I lik to go to the mal weth mi mom. My favrat stor is the toy stor." [I like to go to the mall with my mom. My favorite store is the toy store.] (Lindsay wrote an opinion piece with two related ideas. The second sentence is related to the first.)
F	Writes using a <u>genre-specific organizational structure</u> .	Teachers should be familiar with the genre-specific organizational structures typically used in grades K – 3: • Narrative structures: ○ Beginning, middle, end ○ Exposition, rising action, conflict, falling action, denouement ○ Flashback • Informational structures: ○ Description (e.g., all about books) ○ Sequence (how-to, recipes) ○ Cause/effect ○ Problem/solution ○ Compare/contrast ○ Introduction, body/supporting details, conclusion • Persuasion: ○ States opinion, gives reason, gives evidence for reason	Abby writes a story about fairy princesses: "Thar ones wuz to fary prenz. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres." [There once was two fairy princesses. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses.] (Abby wrote a story with a narrative-specific organizational structure [beginning, middle, end].) Juan writes an informational book about playgrounds. On the first page he writes, "Playgrounds have many things for kids to do." Underneath pictures of swings, a slide, and monkey bars he writes "Kids can swing. Kids can slide down the slide. Kids can hang from the monkey bars." (Juan wrote a book with an informational-specific organizational structure [Introduction and supporting details].) Lindsay writes an opinion piece about her favorite things to do: "I lik to go to the mal wef mi mom. I lik the mal becuz it has lots of stors. My favrt stor is the toy stor. I luv wen mi mom bis me toys." [I like to go to the mall with my mom. I like the mall because it has lots of stores. My favorite store is the toy store. I love when my mom buys me toys.] (Lindsay wrote her piece using an opinion-specific organizational structure [states opinion and supports opinion using details].)

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
G	<u>Revises own genre-specific writing</u> to provide clarity to the reader: - Revises by <u>adding</u> ideas, information, or descriptive details. - Revises by <u>rearranging</u> ideas, informative or descriptive details - Revises by <u>deleting</u> unnecessary or unimportant ideas, information, or details - Revises with <u>attention to writer's craft</u> (e.g., developing and elaborating through word choices, phrasing, sentence structure, length of sentences and paragraphs).	Child may revise <u>while drafting</u> or <u>after completing the first draft</u>. While revision can happen at several earlier skill levels, this skill focuses on a child's ability to revise writing that follows a <u>genre-specific structure</u>. This skill is not about the extent of the revisions but rather the ability to reflect on what one has written and provide clarity.	Example of G1 - <u>Revises by adding details after drafting</u>: Abby writes a story about fairy princesses: <i>"Thar ones wuz to fary prenz. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres."</i> [There once were two fairy princesses. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses.] After writing her draft, Abby revises it by adding more descriptive details about the characters. <i>"Thar ones wuz to fary prenz. Ther nams wer Prenz Ali and Prenz Kate. Thay wur the smatist prenz in the hole kingden. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres. Win thay wnt hom thay wrote storees about the bal."</i> [There once were two fairy princesses. Their names were Princess Ali and Princess Kate. They were the smartest princesses in the whole kingdom. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses. When they went home they wrote stories about the ball.] Example of G2 - <u>Revises by rearranging ideas after drafting</u>: Juan writes an informational book about playgrounds. On the first page he writes, <i>"Playgrounds have many things for kids to do."</i> On the second page, he draws a picture of a swing and writes, <i>"Kids can swing."</i> On the third page he draws a picture of a slide and writes, <i>"Kids can slide down the slide."</i> On the fourth page he draws a picture of monkey bars and writes, <i>"Kids can hang from the monkey bars."</i> On the final page he writes, <i>"Recess is a time my class plays on the playground."</i> After writing the draft, Juan decides to rearrange his ideas. He moves the final page (<i>"Recess is a time my class plays on the playground"</i>) to the beginning and moves the first page (<i>"Playgrounds have many</i>

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			<i>things for kids to do.</i>") to the end of the book. When he is satisfied with his rearrangement, he staples the pages together to make his book. Example of G3 - <u>Revises by deleting unnecessary or unimportant ideas during drafting:</u> Lindsay writes an opinion piece about her favorite things to do: "<i>I lik to go to the mal wef mi mom. I also lik to go et piza wef mi frednz. I lik the mal becuz it has lots of stors.</i>" As Lindsay writes, she realizes that getting pizza with her friends does not go with the rest of her opinion piece and revises her writing. She crosses out the sentence "<i>I also lik to go et piza wef mi friendz</i>" and continues drafting: "<i>My favrt stor is the toy stor. I luv wen mi mom bis me toys.</i>" [<i>I like to go to the mall with my mom. I also like to go eat pizza with my friends. I like the mall because it has lots of stores. My favorite store is the toy store. I love when my mom buys me toys.</i>] Example of G4 - <u>Revises by paying attention to writer's craft, after drafting:</u> Juan writes an informational book about playgrounds. On the first page he writes, "<i>Playgrounds have many things for kids to do.</i>" On the second page, he draws a picture of a swing and writes, "<i>Kids can swing.</i>" On the third page he draws a picture of a slide and writes, "<i>Kids can slide down the slide.</i>" On the fourth page he draws a picture of monkey bars and writes, "<i>Kids can hang from the monkey bars.</i>" On the final page he writes, "<i>Recess is a time my class plays on the playground.</i>" After writing the draft, Juan decides to incorporate the writer's craft of headings to the inside pages. On the top of page two, he adds the

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			heading " <i>Swings.</i> " On the top of page three, he adds the heading " <i>Slides.</i> " On top of page four, he adds the heading " <i>Monkey Bars.</i> "



Writing Situation

Free Writing Day

Provide children with an open-ended writing opportunity, asking children to write a story, information piece, or opinion piece (child's choice).

Purpose: Teacher engages child an open-ended writing opportunity.

Situation Instructions: Teacher says, "Today is a free writing day. You can write about whatever you want. You can also write for whoever you want. You can write a story. You can write about something you know a lot about. Or, you can write about something you have an opinion about. If you need help deciding what to write, we can talk about it."

The teacher can ask a child guided questions to help the child decide what to write about (e.g., What do you want to write about? If child says, "dinosaurs," teacher can ask, "Do you want to write a story about dinosaurs, information about dinosaurs, or your opinion about dinosaurs?")

Suggested Group Size: Teacher with small groups (4-6 children) or whole class.

Situation Prompts: See table below.

Things to Avoid: Teachers should not provide guidance that would lead children to write to any skill on this progression (e.g., teachers should not prompt children to write about two or more related ideas or events). The allowable prompts (listed in the table below) were carefully crafted not to lead children's responses.

Materials

Children should have access to a variety of materials for drawing and writing to express their ideas:

- Paper and writing/drawing implements of various sizes and types
- Interactive white board and stylus
- Electronic tablet
- Computer and keyboard
- Materials to make booklets



Writing Situation Instructions & Examples by Skill Level

Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
A	<u>Dictates</u> ideas, information, or stories to have them written down.	For children not yet writing conventionally (e.g., letters, words, phrases), the teacher can suggest child try to put something on the page. The teacher can say, "Put your ideas on the page in any way you want." If child still does not put anything on the page (or says, "I can't do it"), teacher should give child the option to dictate a story, information or opinion. Teacher can say, "You can tell me your ideas and I will write them down for you."	In response to an open-ended writing activity, Jerome asks the teacher to help him write about the park. Jerome dictates to the teacher, <i>"I like to go to the park and play on the swings."</i> In response to an open-ended writing activity in which Sally does not engage in independent writing, the teacher asks Sally, "Do you have an idea you would like me to write down for you?" Sally says, "Yes, will you write down <i>"I play with my friends"</i>?" The teacher writes down Sally's sentence.
B	Uses <u>drawings, scribbles, or letter-like forms</u> to express ideas, information, or stories.	For children not yet writing conventionally (e.g., letters, words, phrases), the teacher can suggest child try to put something on the page. The teacher can say, "Put your ideas on the page in any way you want." If child still does not put anything on the page (or says, "I can't do it"), teacher should give child the option to dictate a story, information or opinion. Teacher can say, "You can tell me your ideas and I will write them down for you." Teacher should confer with child about their drawing, scribbles, or letter-like forms if child does not volunteer the information. E.g., • "Tell me about your drawing." • "Tell me about your writing." • "Tell me about the ideas you put on the page."	In response to an open-ended writing activity, Abby draws a picture about fairies. At the bottom of her picture she writes some letter-like forms. When she shows the teacher her work, the teacher says, "Tell me about your work." Abby shows the teacher her work and tells her a story about a fairy princess and her mushroom palace. In response to an open-ended writing activity, Juan creates a written product of scribbles. The teacher sees Juan has finished and says, "Tell me about your work." Juan shows the teacher his work and tells her that it is a letter to his brother about playing at the playground. In response to an open-ended writing activity, Lindsay creates a written product of letter-like forms. The teacher sees Lindsay has finished and says, "Tell me about your writing." Lindsay shows the teacher her work and tells her, "This is a grocery list for when my mom and I go to the store." In response to an open-ended writing activity, Jerome tells the teacher that he cannot write. The teacher tells Jerome he can put his ideas on the

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
		This skill does not include child using scribbles or letter-like forms to represent child's own name.	page in any way he wants. Jerome decides to draw a picture. When he shows the teacher his drawing, the teacher says, "Tell me about your drawing." Jerome says, <i>"This is my family at the park."</i>
C	<u>Writes letters, words, or phrases</u> to label drawings or express ideas, information, or stories.	Teacher should confer with child about their drawing, letters, words, or phrases if the idea(s), information, or stories are unclear. E.g., "Tell me about your writing."; "Tell me about the ideas you put on the page.") Labeling does not include a child writing own name on the page. Instead, it is using letters, words, or phrases that have something to do with the drawing, idea, information or story created by the child.	In response to an open-ended writing activity, Abby draws a picture about a princess. At the bottom of her picture, she writes recognizable letters. When she shows the teacher her work, the teacher says, "Tell me about your writing." Abby points to the letters "f" and "p" says, <i>"My story tells about the fairy princess who lived in a mushroom palace."</i> In response to an open-ended writing activity, Juan draws pictures for his informational book about the playground. He draws pictures of swings, a pizza, and a teddy bear. Underneath each drawing, he writes the words <i>"swng" [swing], "ber" [bear], and "peza" [pizza]</i>. The teacher sees Juan has finished and says, "Tell me about your writing." Juan points to the words and says, <i>"This is all about playgrounds."</i> In response to an open-ended writing activity, Lindsay draws a picture about going to the grocery store with her mother. Beneath the drawing she writes, <i>"I wint to the stor weth mi mom" [I went to the store with my mom]</i>. When she shows the teacher her work, the teacher says, "Tell me about your writing." Lindsay reads the sentence and says, "I went to the store with my mom."
D	<u>Writes</u> , demonstrating an understanding of <u>purpose or audience</u> or both.	Teacher should ask child: "As you were writing, were you thinking of who would read this?" (AUDIENCE) AND "Why did you write this?" (PURPOSE) (PURPOSE): If child responds with "because you	In response to an open-ended writing activity, Abby draws a picture about fairies. At the bottom of her picture she writes recognizable letters. The teacher sees Abby has finished and says, "Tell me about your writing." Abby points to the letters and says, <i>"My story tells about the fairy princess who lived in a mushroom palace."</i> The teacher asks Abby, "As you were writing, were you thinking of who would read this?" Abby responds, "I don't know." The teacher asks Abby, "Why did you write this story?" Abby responds, "I love writing stories about fairy princesses."

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		told me to, " teacher can ask follow-up questions such as: • "Tell me more" • "Is there anything else?" • "Are there any other reasons?" Child only needs to express purpose <u>or</u> audience to be placed on this skill.	(Abby's response conveys purpose [her love of writing stories], but not audience.) In response to an open-ended writing activity, Juan draws pictures for his informational book about the playground. He draws pictures of swings, a pizza, and a teddy bear. Underneath each drawing, he writes the words "<i>swng</i>" [<i>swing</i>], "<i>ber</i>" [<i>bear</i>], and "<i>peza</i>" [<i>pizza</i>]. The teacher sees Juan has finished and asks, "Why did you write this?" Juan replies, "I want to teach my friends about the park." (Juan's response conveys both audience [friends] and purpose [to teach]). In response to an open-ended writing activity, Lindsay writes an opinion piece about her favorite things to do. Lindsay draws a picture about going to the mall with her mother. Beneath the drawing she writes "<i>I lik to go to the mal weth mi mom to by toys</i>" [<i>I like to go to the mall with my mom to buy toys</i>]. The teacher sees Lindsay has finished and asks, "As you were writing, were you thinking of who would read this?" Lindsay replies, "This is for my mom." The teacher asks, "Why did you write this?" Lindsay replies, "I'm not sure." (Lindsay's response conveys audience [mom], but not purpose).
E	<u>Writes two or more related ideas</u> , pieces of information, or events.	The relationship between ideas must be evident in child's writing.	In response to an open-ended writing activity, Abby writes: "<i>Ther ones was to fary prinses. They went to the bal. They war pik dress.</i>" [<i>There once were two fairy princesses. They went to the ball. They wore pink dresses.</i>] (Abby wrote a story with two related events—going to the ball and wearing pink dresses.) In response to an open-ended writing activity, Juan draws a series of pictures for his informational book about playgrounds. He draws pictures of swings, a slide, and monkey bars. Underneath each drawing, he writes the words "<i>swng</i>" [<i>swing</i>], "<i>slid</i>" [<i>slide</i>], "<i>mnki brs</i>" [<i>monkey bars</i>]. (Juan wrote a series of related ideas about the playground. This differs from Skills C & D because this shows two or more related pieces of information about the playground whereas the other examples showed unrelated information about the playground [swing, bear, pizza].)

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Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
			In response to an open-ended writing activity, Lindsay writes an opinion piece about her favorite things to do. Lindsay draws a picture about going to the mall with her mother. Beneath the drawing she writes " <i>I lik to go to the mal weth mi mom. My favrat stor is the toy stor. I love wen my mom bys me toys.</i> " [I like to go to the mall with my mom. My favorite store is the toy store. I love when my mom buys me toys.] (Lindsay wrote an opinion piece with three related ideas.
F	<u>Writes using a genre-specific organizational structure.</u>	Teachers should be familiar with the genre-specific organizational structures typically covered in grades K – 3: • Narrative structures: ○ Beginning, middle, end ○ Exposition, rising action, conflict, falling action, denouement ○ Flashback • Informational structures: ○ Description (e.g., all about books) ○ Sequence (how-to, recipes) ○ Cause/effect ○ Problem/solution ○ Compare/contrast ○ Introduction, body/supporting details, conclusion • Persuasion: ○ States opinion, gives reason, gives evidence for reason	In response to an open-ended writing activity, Abby writes a story about fairy princesses. She writes: "<i>Thar ones wuz to fary prenz. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres.</i>" [There once were two fairy princesses. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses.] (Abby wrote a story with a narrative-specific organizational structure [beginning, middle, end].) In response to an open-ended writing activity, Juan writes an informational book about playgrounds. On the first page he writes, "<i>Playgrounds have many things for kids to do.</i>" Underneath pictures of swings, a slide, and monkey bars he writes "<i>Kids can swing</i>", "<i>Kids can slide down the slide</i>", and "<i>Kids can hang from the monkey bars.</i>" (Juan wrote a book with an information-specific organizational structure [Introduction and supporting details].) In response to an open-ended writing activity, Lindsay writes an opinion piece about her favorite things to do. She writes: "<i>I lik to go to the mal wef mi mom. I lik the mal becuz it has lots of stors. My favrt stor is the toy stor. I luv wen mi mom bis me toys.</i>" [I like to go to the mall with my mom. I like the mall because it has lots of stores. My favorite store is the toy store. I love when my mom buys me toys.] (Lindsay wrote her piece using an opinion-specific organizational structure [states opinion and supports opinion using details].)

Assessment Means Form: Writing



Skill	Skill Progression	Skill-Level Teacher Instructions	Examples
G	<u>Revises own genre-specific writing</u> to provide clarity to the reader: - Revises by <u>adding</u> ideas, information, or descriptive details. - Revises by <u>rearranging</u> ideas, informative or descriptive details - Revises by <u>deleting</u> unnecessary or unimportant ideas, information, or details - Revises with <u>attention to writer's craft</u> (e.g., developing and elaborating through word choices, phrasing, sentence structure, length of sentences and paragraphs).	Child may revise <u>while drafting</u> or <u>after completing the first draft</u>. If the teacher does not see a child revising during or after drafting: - After a child has completed a draft, teacher should ask, "Are there any changes you'd like to make to this piece of writing?" - If child says "yes," teacher should ask child to make the changes; teacher should observe the revisions as the child makes them. - If child says "no," this is not evidence that the child can or cannot revise; further observation is necessary to place the child on this skill step of the progression. While revision can happen at several earlier skill levels, this skill focuses on a child's ability to revise writing that follows a genre-specific structure. This skill is not about the extent of the revisions but rather the ability to reflect on what one has written and provide clarity.	Example of G1- <u>Revises by adding details after the draft</u>: In response to an open-ended writing activity, Abby writes a story about fairy princesses. She writes: <i>"Thar ones wuz to fary prenz. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres."</i> [There once were two fairy princesses. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses.] After writing her draft, the teacher asks, Abby if there anything you want to change about this? Abby says "Yes," and revises it by adding more descriptive details about the characters. <i>"Thar ones wuz to fary prenz. Ther nams wer Prenz Ali and Prenz Kate. Thay wur the smatist prenz in the hole kingden. Thay wur envitd to a bal. Thar animl frendz mad them prety pik dress. The prenz dansd in thar nu dres. Win thay wnt hom thay wrote storees about the bal."</i> [There once were two fairy princesses. Their names were Princess Ali and Princess Kate. They were the smartest princesses in the whole kingdom. They were invited to a ball. Their animal friends made them pretty pink dresses. The princesses danced in their new dresses. When they went home they wrote stories about the ball.] Example of G2 - <u>Revises by rearranging ideas after drafting</u>: In response to an open-ended writing activity, Juan writes an informational book about playgrounds. On the first page he writes, <i>"Playgrounds have many things for kids to do."</i> On the second page, he draws a picture of a swing and writes, <i>"Kids can swing."</i> On the third page he draws a picture of a slide and writes, <i>"Kids can slide down the slide."</i> On the fourth page he draws a picture of monkey bars and writes, <i>"Kids can hang from the monkey bars."</i> On the final page he writes, <i>"Recess is a time my class plays on the playground."</i>



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			After writing the draft, Juan decides to rearrange his ideas. He moves the final page ("<i>Recess is a time my class plays on the playground</i>") to the beginning and moves the first page ("<i>Playgrounds have many things for kids to do.</i>") to the end of the book. When he is satisfied with his rearrangement, he staples the pages together to make his book. Example of G3 - <u>Revises by deleting unnecessary or unimportant ideas during drafting:</u> In response to an open-ended writing activity, Lindsay writes an opinion piece about her favorite things to do: "<i>I lik to go to the mal wef mi mom. I also lik to go et piza wef mi frednz. I lik the mal becuz it has lots of stors.</i>" As Lindsay writes, she realizes that getting pizza with her friends does not go with the rest of her opinion piece and revises her writing. She crosses out the sentence "<i>I also lik to go et piza wef mi frendnz</i>" and continues drafting: "<i>My favrt stor is the toy stor. I luv wen mi mom bis me toys.</i>" [<i>I like to go to the mall with my mom. I also like to go eat pizza with my friends. I like the mall because it has lots of stores. My favorite store is the toy store. I love when my mom buys me toys.</i>] Example of G4 - <u>Revises by paying attention to writer's craft, after drafting:</u> In response to an open-ended writing activity, Juan writes an informational book about playgrounds. On the first page he writes, "<i>Playgrounds have many things for kids to do.</i>" On the second page, he draws a picture of a swing and writes, "<i>Kids can swing.</i>" On the third page he draws a picture of a slide and writes, "<i>Kids can slide down the slide.</i>" On the fourth page he draws a picture of monkey bars and writes, "<i>Kids can hang from the monkey bars.</i>" On the final page he writes, "<i>Recess is a time my class plays on the playground.</i>" After writing the draft, Juan decides to incorporate the writer's craft of headings to the inside pages. On the top of page two, he adds the

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			heading "<i>Swings.</i>" On the top of page three, he adds the heading "<i>Slides.</i>" On top of page four, he adds the heading "<i>Monkey Bars.</i>"