

ASD-W WRITING REPORTING CRITERIA

Kindergarten – November

(Revised Dec.2, 2013)

Name: _____ Date: _____

| | Appropriate Achievement - AA | Strong Achievement - SA |
|---|---|---|
| <p style="text-align: center;">Content overall topic, degree of focus, and related details</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> convey a simple message or idea(s) about a personally significant, although somewhat general, topic in a drawing understand that written words record ideas (usually personal experiences or feelings) | <ul style="list-style-type: none"> convey a simple message or idea(s) about a personally significant, although somewhat general, topic; includes detailed illustration and labels understand that written words record ideas (usually based on personal experiences, feelings or basic information) and remain constant from one reading to another |
| <p style="text-align: center;">Organization structure and form, dependent on purpose and audience</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> recognize writing has a purpose include one or more ideas through their drawing / oral retelling / labels <p>See Text Forms for elements of narratives and information texts.</p> | <ul style="list-style-type: none"> recognize writing has a purpose include one or more ideas through their drawing, oral retelling and/or attempt at a sentence demonstrate an emerging understanding of form; write to communicate a message, experience or feelings <p>See Text Forms for elements of narratives and information texts.</p> |
| <p style="text-align: center;">Word Choice vocabulary, language, and phrasing</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> use basic vocabulary through oral or written language | <ul style="list-style-type: none"> use basic vocabulary through oral or written language use a few specific or interesting words |
| <p style="text-align: center;">Voice evidence of author's style, personality, and experience</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> begin to show some awareness that writing is to be read by an audience (e.g., expressive drawings, labels, words) use oral language and illustrations to tell message/story | <ul style="list-style-type: none"> show awareness that writing has an audience, expect writing to be read for a purpose |
| <p style="text-align: center;">Sentence Structure variety and complexity of sentences</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> attempt to use letters in labeling illustration/story can orally express a logical thought when describing an illustration / story | <ul style="list-style-type: none"> begins to use groups of letters and words in labeling illustrations and stories |
| <p style="text-align: center;">Conventions spelling, punctuation, capitalization, and usage (grammar).</p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> | <ul style="list-style-type: none"> print some upper-and lower-case letters: random strings of letters | <ul style="list-style-type: none"> proper formation of some upper-and-lower-case letters may attempt semi-phonetic approximations for unknown words may demonstrate left – to-right and top –to-bottom directionality |

Goals/Next Steps:

AA – Appropriate Achievement

SA – Strong Achievement

BAA – Below Appropriate Achievement

* While voice is still taught and assessed at the classroom level, it is not assessed at the provincial level.