

# ASD-W WRITING REPORTING CRITERIA

## Kindergarten – November

(Revised Dec.2, 2013)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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.