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|  | Proficient | | Non-proficient | |
|  | Thorough Understanding (4) | Adequate Understanding  (3) | Partial Understanding (2) | Minimal Understanding (1) |
| Model of Communication | Communication is  represented clearly through  writing (drawings may be  present) | Communication is represented  through a combination of  writing, drawing, and dictating | Communication is dominated  by drawing and/or dictation  with minimal writing | Communication consists of  drawing with no dictation or  writing |
| Statement of Purpose/Focus | Clearly names a topic | Adequately names a topic | Somewhat unclear topic | Lacks a topic |
| Organization | Structure matches purpose | Structure is present | Structure is starting to emerge | Structure is random or unclear |
| Elaboration of Evidence | Supplies information that deepens reader’s understanding of the topic | Supplies some information about the topic | Supplies limited information | Supplies unrelated or no  information |
| Language and Vocabulary | Effective use of  vocabulary/language  appropriate to  communication task | Adequate use of  vocabulary/language  appropriate to communication  task | Some use of  vocabulary/language  appropriate to communication  task | Vague, unclear, confusing, or no vocabulary/language is  used |
| Conventions | **Effectively and consistently:**  Prints all upper and  lowercase letters correctly  Demonstrates mastery of  proper spacing between all  words and word placement on lines  Capitalizes first word in a  sentence and the pronoun  “I”  Uses end punctuation  Writes letters for most  consonant and short-vowel  sounds  Writes letters for most  consonant and short-vowel  sounds  Spells simple words  phonetically | **Adequately:**  Prints many upper and  lowercase letters correctly  Demonstrates proficiency of proper spacing between most words and word placement on lines  Capitalizes first word in a  sentence and the pronoun  “I”  Uses end punctuation  Writes letters for most  consonant and short-vowel  sounds  Writes letters for most  consonant and short-vowel  sounds  Spells simple words  phonetically | **Inconsistently:**  Prints some upper and lowercase letters correctly  Demonstrates some proficiency of proper spacing between most words and word placement on lines  Capitalizes first word in a sentence and the pronoun  “I”  Uses end punctuation  Writes letters for most  consonant and short-vowel  sounds  Writes letters for most  consonant and short-vowel  sounds  Spells simple words  phonetically | **Rarely:**  Prints all upper and  lowercase letters correctly  Demonstrates mastery of  proper spacing between all  words and word placement on lines  Capitalizes first word in a  sentence and the pronoun  “I”  Uses end punctuation  Writes letters for most  consonant and short-vowel  sounds  Writes letters for most  consonant and short-vowel  sounds  Spells simple words  phonetically |

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|  | **Celebrations/Strengths** | **Next Steps for**  **Instruction** | **Level of Adult Support** |
| Statement of  Purpose/Focus |  |  | High  Medium  Low |
| Organization |  |  | High  Medium  Low |
| Elaboration of Evidence |  |  | High  Medium  Low |
| Language and Vocabulary |  |  | High  Medium  Low |
| Conventions |  |  | High  Medium  Low |