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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 throughwriting (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 focuses on the event throughout Clearly narrates more than one event   |  Adequately focuses on the event throughout Attempts to narrate a single event or several loosely linked events (may have minor flaws) |  Somewhat focusses on the event or contains a minor drift Attempts to narrate a single event or several loosely linked events (may have minor flaws)  |  Lacks a focus Fails to narrate a single event or several loosely linked events |
| Organization |  Uses temporal words to signal event order |  Tells about the events in the order in which they occur |  Events are present but not in the order of which they occur |  No events are present |
| Elaboration of Evidence |  Includes details to describe a reaction to what happened |  Provides a reaction to what happened |  Provides an inappropriate or confusing reaction to what happened |  Provides no reaction to what happened |
| 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 |