|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 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 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 |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **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 |