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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 states an opinion or preference    |  Adequately states opinion or preference |  Somewhat unclear opinion or preference |  Lacks opinion or preference |
| Organization |  Structure matches purpose  |  Structure is present |  Structure is starting to emerge |  Structure is random or unclear |
| Elaboration of Evidence |  Supplies details and a reason to support opinion |  Supplies details to strengthen the writing |  Supplies weak details |  Supplies unrelated or no details |
| 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 sed |
| 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 |