

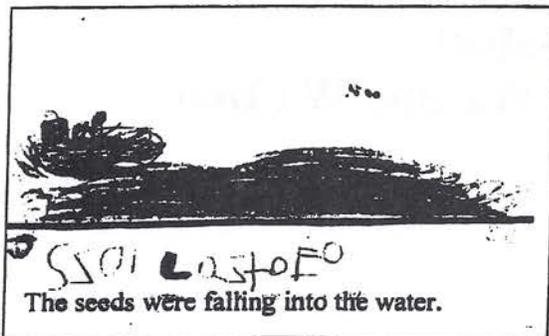
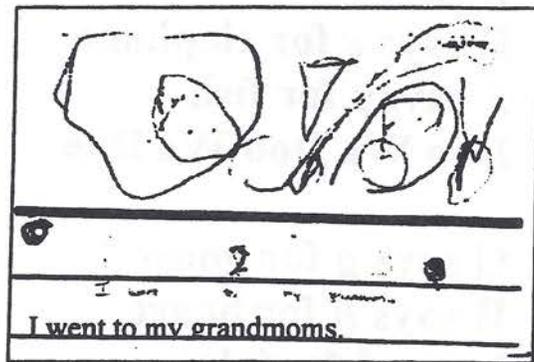
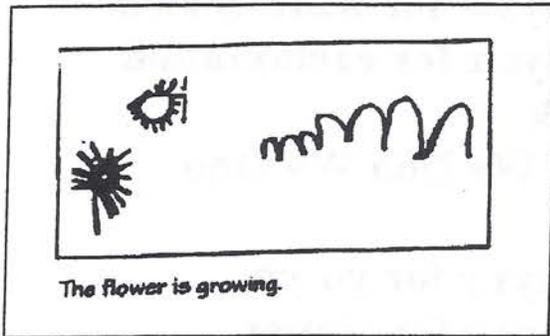
NORTH PENN SCHOOL DISTRICT
Kindergarten
DEVELOPMENTAL WRITING STAGES
Stages of Independent Writing

Name _____

Kindergarten Year _____

Pictorial (P)

At this level, a child makes marks or scribbles to tell about a picture. He or she may imitate writing by mixing letters and numbers.



Emergent (E)

At this level, a child draws a picture to convey meaning. He or she may use letters, letter-like forms, or a series of random letters to tell about the picture.

In November, a kindergarten child is proficient at this stage.



Developing 1 (D1)

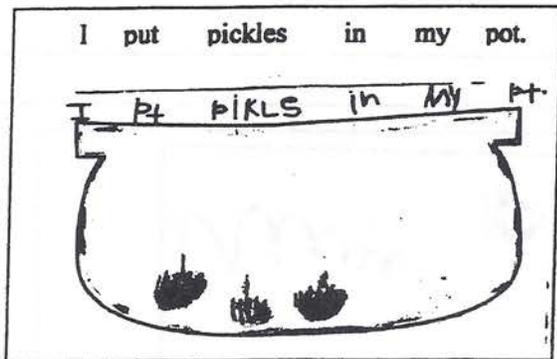
At this level, a child often uses beginning sounds to spell words. The child's writing indicates an understanding that letters make sounds.

In January, a kindergarten child is proficient at this stage.

NORTH PENN SCHOOL DISTRICT

Kindergarten

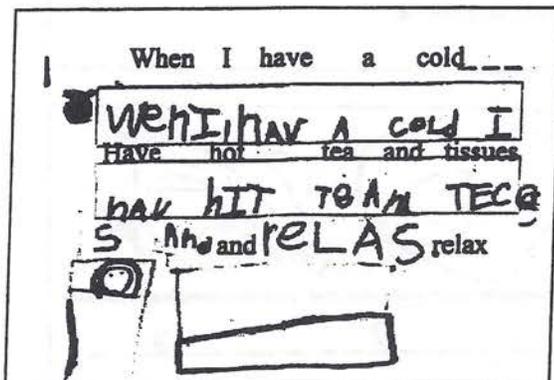
DEVELOPMENTAL WRITING STAGES



Developing 2 (D2)

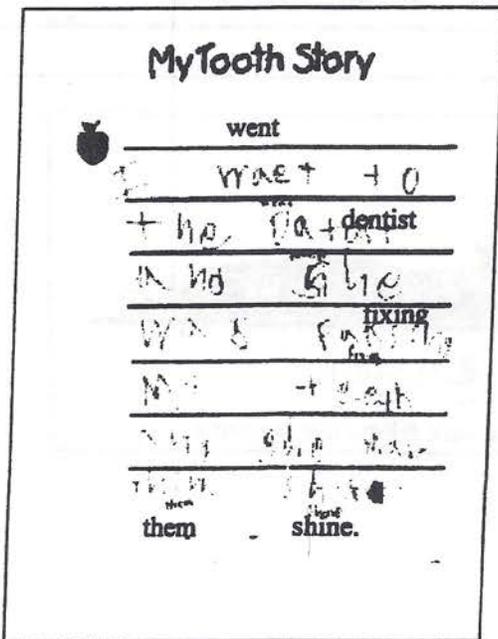
At this level, a child usually writes at least one thought in a sentence. He or she uses beginning and ending sounds and some common words. A child begins to leave spaces between words and attempts to use punctuation.

In June, a kindergarten child is proficient at this stage.



Beginning 1 (B1)

At this level a child writes at least two thoughts to express a topic that may be personally meaningful. He or she leaves spaces between words and experiments with capitalization and punctuation. A child attempts to use beginning, middle, and ending sounds, and common sight words.



Beginning 2 (B2)

At this stage, a child begins to express ideas with a beginning, middle, and end. He or she spells some common words correctly or uses phonics-based spelling. A child tries to use capitalization and punctuation.

Kindergarten Performance Levels

Date

- Pictorial _____
- Emergent _____
- Developing 1 _____
- Developing 2 _____
- Beginning 1 _____
- Beginning 2 _____

* Adapted from *Kid Writing*, Feldgus, Cardonic, 1999

NORTH PENN SCHOOL DISTRICT

**Kindergarten DEVELOPMENTAL WRITING SCALE
Stages of Independent Writing**

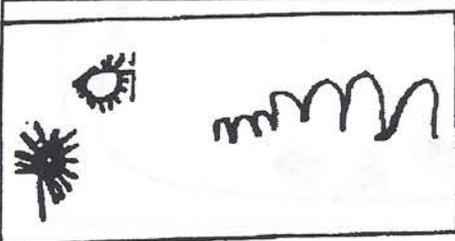
Name _____

Date _____

Stage _____

Rubric Score _____

Record the highest level at which more than half of the descriptors apply to a writing sample or collection of a child's independent writing.

<p>Pictorial (P)</p> <ul style="list-style-type: none"> • Draws a picture that may or may not be recognizable • Tells about own picture • Makes marks (scribbles) other than drawing on paper • Begins to show an awareness of directionality • May mix letters, numbers, and invented letters together 	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;">  <p>The flower is growing.</p> </div> <div style="border: 1px solid black; padding: 5px;">  <p>I went to my grandmoms.</p> </div>
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Report Card Continuum Stages

<p>Emergent (E)</p> <ul style="list-style-type: none"> • Relies on a picture to express meaning • Tells about own symbols or writing • Shows awareness that print carries a message • Shows awareness of directionality • Shows an interest in writing and drawing pictures to convey meaning • Uses letters or approximations to represent written language 	<div style="border: 1px solid black; padding: 5px;">  <p>The seeds were falling into the water.</p> </div>
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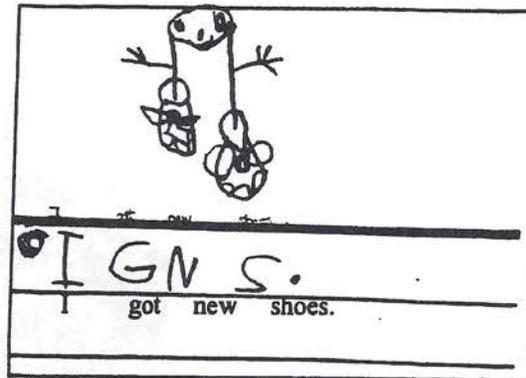
Proficient: Kindergarten-End of November

Developing

- Begins to use writing to convey meaning
- Begins to read own words
- Attempts to express at least one thought in sentence form
- Uses left to right and top to bottom orientation of print
- Begins to leave spaces between words
- Attempts to use punctuation
- May interchange upper and lower case letters
- Uses beginning sounds to spell words
- Begins to use ending sounds
- Writes letters and begins to write some high frequency words

Developing 1 (D1)

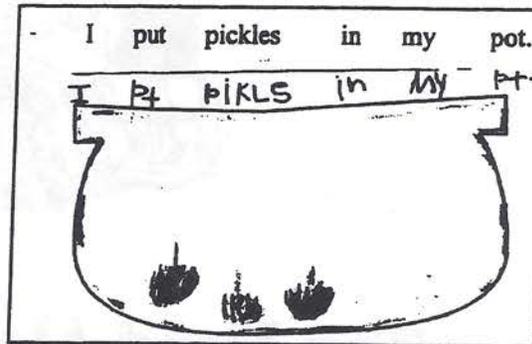
- Begins to use writing to convey meaning
- Uses left to right and top to bottom orientation of print
- Uses beginning sounds to spell words
- Pretends to read own writing
- Demonstrates understanding of letter sound relationship
- May randomly copy environmental print such as sign, labels, names and words



Proficient: End of January

Developing 2 (D2)

- Begins to read own words
- Attempts to express at least one thought in sentence form
- Begins to leave spaces between words
- Attempts to use punctuation
- Writes letters and begins to write some high frequency words
- Begins to use ending sounds
- Begins to copy appropriate sight words



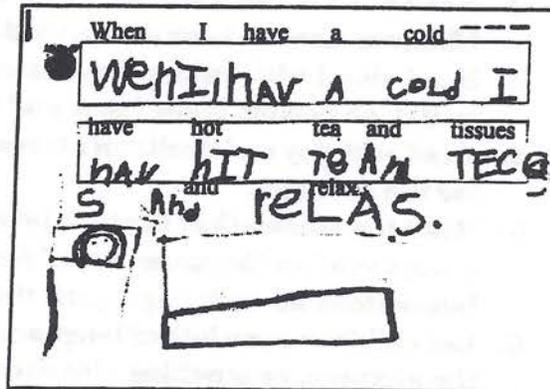
Proficient: End of Kindergarten

Beginning

- Writes about topics that are personally meaningful
- Begins to express ideas with beginning, middle, and end
- Expresses at least two thoughts that follow one another in a logical sequence
- Leaves spaces between words and begins to use correct letter formation
- Attempts to stay focused on topic
- Uses high frequency words
- Writes daily with support and directions
- Attempts to use capitalization and punctuation
- Uses lower case letters appropriately
- Spells some high frequency words correctly or represents most dominant consonant sounds

Beginning 1 (B1)

- Writes about topics that are personally meaningful
- Expresses at least two thoughts that follow one another in a logical sequence
- Leaves spaces between words and begins to use correct letter formation
- Attempts to stay focused on topic
- Writes daily with support and directions
- Uses lower case letters appropriately
- Experiments with capitalization and punctuation
- Uses growing awareness of sound segments (e.g. phonemes, rhymes) to write words
- Attempts to use beginning, middle, and ending sounds to make words
- Begins to use common sight words



Beginning 2 (B2)

- Begins to express ideas with beginning, middle, and end
- Uses high frequency words
- Attempts to use capitalization and punctuation
- Spells some high frequency words correctly or represents most dominant consonant sounds

