

Kindergarten Writing

Writing					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1	Draws, writes, and/or dictates with organization, clarity, and focus as appropriate to task, purpose and audience. This may be through shared or independent writing. NJSLS A.W4	The student is seldom able to produce clear and coherent drawings, writing or dictation in which the development, organization, and style are appropriate to task, purpose and audience.	The student sometimes understands the skill of producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	The student usually understands the beginning of how to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience with support.	The student is able to consistently understand the skill and can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
2, 3	Draws, writes, and/or dictates with organization, clarity, and focus as appropriate to task, purpose and audience. This may be through shared or independent writing. NJSLS A.W4	The student is seldom able to understand the concepts and is not meeting expectations for when it comes to producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	The student sometimes demonstrates the concepts and meets some expectations when producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	The student usually demonstrates the beginning of how to produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.	The student is able to consistently demonstrates the skill or understands the concepts at a level exceeding expectations for the reporting period.
1, 2, 3	Draws, writes, and/or dictates with organization, clarity, and focus as appropriate to task, purpose	The student is seldom able to develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student sometimes develops and strengthens writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student usually understands the beginning stages with developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach.	The student is able to consistently develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. The student is exceeding

	and audience. This may be through shared or independent writing. NJSLS A.W4				what has been taught at this point in the year.
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Language					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2, 3	Uses grade level grammar, punctuation, and capitalization. L.K.2.A,B	The student is seldom able to use capital letters appropriately. Is unable to name punctuation.	The student sometimes capitalizes the first word in a sentence and the pronoun I. Recognizes and names end punctuation.	The student usually is able to develop with support, as well as capitalize the first word in a sentence and the pronoun I. Recognizes and names end punctuation.	The student is able to consistently capitalize the first word in a sentence and the pronoun I. Recognizes and names end punctuation.
1, 2, 3	Prints letters with correct formation and size. L.K.1.A	The student is seldom able to write letters with correct formation and size. Based on letters taught.	The student sometimes writes letters with the correct formation and size.	The student usually writes letters with the correct formation and size.	The student is able to consistently write letters with the correct formation and size.
2, 3	Know and apply grade level phonics to encode words L.K.2,C,D	The student is seldom able to write a letter or letters for most consonant and short-vowel sounds, spell simple words phonetically, drawing on knowledge of sound-letter relationships.	The student sometimes writes a letter or letters for most consonant and short-vowel sounds, spells simple words phonetically, drawing on knowledge of sound-letter relationships.	The student usually writes a letter or letters for most consonant and short-vowel sounds, spells simple words phonetically, drawing on knowledge of sound-letter relationships based on this time of the school year.	The student is able to consistently write a letter or letters for most consonant and short-vowel sounds, spell simple words phonetically, drawing on knowledge of sound-letter relationships based on this time of the school year and exceeding expectations for this point in the year.
1, 2, 3	Increases knowledge and use of vocabulary.	The student is seldom able to determine the meaning of unknown and multiple meaning words	The student sometimes determines the meaning of unknown and multiple meaning words and	The student usually determines the meaning of unknown and multiple meaning words and	The student is able to consistently determine the meaning of unknown and multiple meaning words

	L.K.4, 5,6	and phrases based on kindergarten reading and content.	phrases based on kindergarten reading and content.	phrases based on kindergarten reading and content.	and phrases based on first grade reading and content.
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