

Kindergarten		1 st Grade		2 nd Grade			
Emergent Writer/Speller		Beginning Writer/Speller		Independent Writer/Speller		Experienced Writer/Speller	
1 Early Emergent	2 Advanced Emergent	3 Early Beginning	4 Advanced Beginning	5 Early Independent	6 Advanced Independent	7 Experienced	8 Very Experienced
<ul style="list-style-type: none"> Idea(s) conveyed through picture(s) and possibly minimal letter or words Pictures/Symbols used primarily No organization is evident Makes marks and random letters to represent ideas/words 	<ul style="list-style-type: none"> Ideas conveyed through pictures and words Pictures and words are used (i.e., may label a picture) Begins to use left/right and top/bottom orientation Reproduces words from signs and other sources in environment May represent a whole word with one or a few letters Uses sound-symbol linkages relying heavily on most obvious sounds of a word (i.e., beginning consonants) 	<ul style="list-style-type: none"> Topic theme is developing Words are strung together in sentence format Names and “favorite” words are repeated Left/right and top/bottom orientation are established Legible writing with recognizable words Uses mix of upper and lower case letters Spacing between words is evident Spells words phonetically 	<ul style="list-style-type: none"> Topic/theme is evident Uses simple repetitive sentences Uses simple repetitive vocabulary May “mimic” sentence patterns and/or ideas as seen in other texts Sentences are structured around theme although may not be in sequential order Legible writing with recognizable sentences Mix between conventional and phonetic spelling Punctuation capitalization, and upper/lower case letters are in use sometimes 	<ul style="list-style-type: none"> Main idea/topic/theme is established, supported by some detail Begins to vary sentence pattern Vocabulary includes some descriptive words Sense of voice/audience may begin to appear Writing is structured around theme and has evidence of beginning, middle, and end Conventional spelling, punctuation, capitalization, and upper/lower case letters are used often 	<ul style="list-style-type: none"> Main idea/topic/theme is established, supported by ample detail Varied sentence patterns are common Vocabulary includes ample descriptive words Sense of voice/audience is developing Writing is structured around theme and has clear beginning, middle, and end Writing is easy to understand and follow Conventional spelling, punctuation, capitalization, and upper/lower case letters are used often 	<ul style="list-style-type: none"> Main idea/topic/theme is established with relationships developing to other ideas/themes Ideas connect to give indication of point of view/sense of context and/or characters Ideas are presented and developed with supporting details Ample use of varied language and sentence patterns Uses varied and descriptive vocabulary Sense of voice is established Writes to an appropriate audience Ideas are presented in a clear order and logical sequence that makes use of some of the following paragraphs, transitions Simple conventions are under control Complex conventions such as complicated structure and grammar appear 	<ul style="list-style-type: none"> Main idea/topic/theme is established with relationship established to other ideas/themes Ideas connect to clearly present point of view, context, and/or characters Ideas are presented, developed, and elaborated fully using many supportive details Leaves out details that are not relevant Uses varied and elegant language and sentence patterns Uses varied, descriptive and lively vocabulary Effective use of strategies such as dialogue and suspense Expressive, individual voice Writes engagingly to an appropriate audience Ideas are presented in clear order and logical sequence that makes ample use of the following paragraphs, transitions, introductions, conclusions Writing has distinctive organizing shape, structure, and focus Simple conventions are under control Complex conventions gain elegance and are increasingly evident.