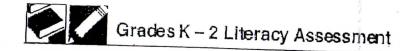
#### K-2 Literacy Assessment Writing Continuum

#### CHART FOR DETERMINING WRITING PROFICIENCY

Middle of Kindergarten	Stage of Writing Development
4	Emergent or *higher
3	Early Emergent
2	Prewriting
1	Non-Writer
Beginning of First	4
4	Developing or *higher
3	Early Developing
2	Emergent
1	Early Emergent
Beginning of Second	
4	Early Independent or *higher
3	Developing
2	Early Developing
1	Emergent
<b>建建设的建筑</b>	<b>设用设置设置,工厂工工工业和10至约10年</b> 2011年1
Proficiency Level	
End of Kindergarten	Stage of Writing Development
4	Early Developing or *higher
3	Emergent
2	Early Emergent
11	Prewriting
End of First	
4	Early Independent or *higher
3	Developing
2	Early Developing
11	Emergent
End of Second	
4	Independent
3	Early Independent
2	Developing
	Early Developing

<sup>\*</sup> Please state the stage of writing If higher than said level.

K-2 Literacy Assessment Writing Continuum



# Second Grade Writing Rubric

### Level 4: Independent

- Uses no drawing to enhance meaning of the writing
- Writes with generally clear organization or sense of story about an established topic
- Connects related ideas smoothly and logically most of the time
- Expresses several ideas to add detail and elaboration most of the time
- Uses vocabulary, ideas, and language from experiences and books
- Uses varied sentence patterns and lengths that develop and extend the topic
- Shows a growing sense of audience
- Writes most words correctly with standard punctuation and capitalization, and sentence fluency
- Uses paragraphs consistently and appropriately

### Level 3 Early Independent

- Uses little or no drawings to enhance meaning of the writing
- Writes a series of related ideas in an organized, sequential manner
- Includes beginning, middle, and end
- Uses varied sentence patterns and lengths
- + Begins to use a combination of oral language, literary language, and formal language
- Uses descriptive detail and some elaboration
- Uses a flexible range of strategies to write words
- ♦ Uses more conventional than temporary spelling
- Writes most high frequency words correctly
- Demonstrates ability to think about ideas while encoding written language
- Generally uses correct capitalization and punctuation
- Uses paragraphs although not consistently or appropriately

### Level 2: Developing

- Uses drawings to enhance meaning of the writing
- ♦ Composes several sentences related to a topic
- Uses some oral language, literary language, and formal language
- Uses some details which may be in a list-like form
- Writes many high frequency words correctly
- Uses temporary spelling which can generally be read by others
- Consistently uses spacing, capital letters, and end punctuation

## Level 1: Early Developing

- ♦ Relates drawings and writing to create a more meaningful text
- Uses letter-sound relationships and visual information to write words
- Uses temporary spelling with some phonetic elements
- Writes short, patterned, repetitive sentences about a single idea
- Writes about familiar topics and ideas
- Uses a combination of oral language and formal language
- Remembers message and rereads while writing words
- Writes left-to-right across several lines
- Uses capital letters for names and the beginning of a sentence