Quick Scale: Kindergarten Writing

This Quick Scale uses The Writing Rope (Sedita, 2019) as its framework to describe ***year-end learning targets*** *across the key components of writing instruction. The rubric is aligned with the BC K-4 ELA Foundational Learning Progressions to support consistent assessment and instructional planning for all learners.*

Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing/representation is purposeful and communicates ideas through drawings, labels, words, and simple sentences. Conventions (i.e., letter formation, capitalization, punctuation, and spelling) reflect a growing understanding of sounds, letters, and written communication.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ Voices thoughts before/during and after writing/representing ❑ Participates in strategies for generating ideas and gathering information prior to writing (e.g., drawing, discussion) ❑ Writing/representation develops in response to instruction and feedback	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Counts/claps words in sentences ❑ Composes sentences and phrases to express ideas and needs ❑ With guidance, orally expands sentences using describing words (adjectives) and basic conjunctions: because, after, then, etc. ❑ Awareness of capital letters for beginning of sentences and names, and ending punctuation	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Follows a model to communicate in an oral/representational form (e.g., labels, signs, lists, journals, stories, letters) ❑ Asks and answers questions using simple sentences ❑ Writes 1-2 simple sentences to describe a picture they have drawn	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Shares personal experiences, feelings, ideas, or information in a written/representational form ❑ With guidance, begins to choose a written or representational form that aligns with purpose	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Recognizes that writing is talk written down ❑ Understands that letters represent sounds ❑ Starts to use phonics and phonemic awareness to spell simple (e.g., cvc) words ❑ Uses a few meaningful, high frequency words ❑ Forms most letters correctly	

Student: _____

Adapted from the Colwood Elementary K-5 Writing Continuum

Quick Scale: Grade 1 Writing

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Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing is clear and purposeful, using simple sentences to share ideas, experiences, or information. Ideas are connected to the topic and supported with details, with generally accurate spelling, capitals, punctuation, and legible printing.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ Beginning awareness of stages of the writing process (e.g., think, plan, write, revise) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., drawing, discussion) ❑ Writing develops in response to instruction and feedback	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Sentences are simple and complete, with some variation in the stem used ❑ With guidance, expands sentences using describing words (adjectives) and basic conjunctions: because, after, then, etc. ❑ Generally, uses capitals and periods accurately	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Incorporates many ideas connected to the topic ❑ Groups common ideas together to tell a story or share information (2-3+ sentences) ❑ Follows form modelled by the teacher ❑ Writing makes sense standing alone; may also be a clear visual representation that adds information	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Purpose of writing is clear ❑ Uses mainly simple ideas & some more developed ❑ Uses sufficient supporting details so the description makes sense ❑ Personal writing expresses simple ideas, feelings, likes, & dislikes ❑ Primarily conversational language used	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Uses conventional spelling for familiar words and phonetic spelling for unfamiliar words ❑ Printing is legible with appropriate spacing between letters and words ❑ Holds and controls pencil with appropriate grip and pressure	

Student: _____

Adapted from the Colwood Elementary K-5 Writing Continuum

Quick Scale: Grade 2 Writing

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Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing is clear and easy to follow, & includes several related sentences with a clear purpose, simple transitions, descriptive language, & developing voice. Conventions (i.e., capitalization, punctuation, & spelling) & sentence structure are generally accurate.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ Beginning awareness of stages of the writing process (e.g., *think, plan, write, revise*) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., drawing, discussion) ❑ Writing develops in response to instruction and feedback	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Begins to use a variety of sentence stems ❑ Starts to expand sentences using describing words (adjectives) and basic conjunctions: because, but, so, after, then, etc. ❑ Most verbs are in correct tense ❑ Complete sentences (fragments or run-ons are rare) ❑ Ending punctuation (i.e., periods, question marks, exclamation marks)	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Writes short text of several related sentences (4-5+) ❑ Ideas are loosely connected, often by time ❑ Follows form modelled by the teacher ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Purpose of writing is clear ❑ Writing has voice and personality ❑ Makes connections to personal experiences, preferences, opinions, etc. ❑ Uses many descriptive words effectively	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing includes appropriate spaces between words and is legible/easy to read ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)	

Student: _____

Adapted from the Colwood Elementary K-5 Writing Continuum

Quick Scale: Grade 3 Writing

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Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing is organized and purposeful, with a variety of sentences, relevant details, and clear connections between ideas. Ideas are developed with description and examples, while conventions (i.e., spelling, punctuation, and capitalization) generally support readability and meaning.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ Awareness of stages of the writing process (e.g., think, plan, write, revise) ❑ With guidance, uses strategies for generating ideas and gathering information prior to writing (e.g., notes) ❑ Writing develops in response to instruction and feedback ❑ Re-reads text to find punctuation and spelling errors. Begins to find grammatical errors.	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Includes a variety of sentence structures & lengths ❑ Expands sentences using adjectives, adverbs, and subordinate conjunctions (after, because, before, etc.) ❑ Complete sentences (fragments or run-ons are rare) ❑ Includes punctuation (i.e., periods, commas, question marks, exclamation marks, dialogue marks) ❑ Uses homophones correctly (e.g., their, there, they're) ❑ Syntactic errors do not interfere with meaning	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Organizes text with multiple sentences (6-8) with some explanations, details or examples ❑ With guidance, includes topic sentence, supporting details, concluding sentence ❑ Follows a logical sequence & uses transition words to link sentences, specific to structure (e.g., first, finally, although)	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Purpose is clear ❑ Ideas incorporate personal experience, imagination, and feelings ❑ Ideas are elaborated upon with relevant details and description ❑ Explores and applies literary devices taught ❑ Takes risks with new and sophisticated vocabulary	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Correct spelling for taught phonics patterns; phonetic spelling for complex, unfamiliar words ❑ Spells most common irregular words correctly ❑ Printing includes appropriate spaces between words and is legible/easy to read ❑ Appropriate use of capital letters (e.g., beginning of sentence, proper nouns)	

Student: _____

Adapted from the Colwood Elementary K-5 Writing Continuum

Quick Scale: Grade 4 Writing

This Quick Scale uses The Writing Rope (Sedita, 2019) as its framework to describe ***year-end learning targets*** *across the key components of writing instruction. The rubric is aligned with the BC K-4 ELA Foundational Learning Progressions to support consistent assessment and instructional planning for all learners.*

Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing is organized and purposeful, with a clear main idea, varied sentence structures, and relevant details that develop and support ideas. Conventions, vocabulary, and organization generally enhance clarity, with paragraphs and transitions helping the reader follow the writing.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes, graphic organizers) ❑ Writing about texts includes key features of form (e.g., plot, conflict, setting) ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Begins arranging sentences into paragraphs with topic sentence and supporting details ❑ May include a conclusion that summarizes some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., first, then, finally, although)	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Clear evidence of the author's voice ❑ Presents a clear main idea/topic ❑ Details are specific, accurate, and effective, including information from both background knowledge and other sources ❑ Evidence of literary devices taught ❑ Includes a wide variety of descriptive and subject-specific academic vocabulary	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read	

Student: _____

Adapted from the Colwood Elementary K-5 Writing Continuum

Quick Scale: Grade 5 Writing

This Quick Scale uses The Writing Rope (Sedita, 2019) as its framework to describe ***year-end learning targets*** *across the key components of writing instruction. The rubric is aligned with the BC K-4 ELA Foundational Learning Progressions to support consistent assessment and instructional planning for all learners.*

Strand	Em. / Dev.	**Proficient**	Ext.
Snapshot		*The writing is organized and purposeful, with clear paragraphs, varied sentence structures, and specific details that support and extend ideas. Strong organization, appropriate transitions, vocabulary, and generally accurate conventions help communicate meaning effectively and reflect the author's voice.*	
Based on this assessment, my instructional focus is:			
Critical Thinking ✓ *Generating ideas, gathering information* ✓ *Writing process: organizing, drafting, writing revising*		❑ With guidance, uses stages of the writing process (e.g., *think, plan, write, revise*) ❑ Uses skills & strategies for generating ideas and gathering information prior to writing (e.g., notes, graphic organizers) ❑ Writing about texts includes key features of form (e.g., plot, conflict, setting) ❑ Editing – proofreads and corrects grammar, punctuation and spelling errors	
Syntax ✓ *Grammar & syntactic awareness* ✓ *Sentence elaboration* ✓ *Punctuation*		❑ Includes a variety of sentence structures – some are increasingly complex ❑ Expands and combines sentences using adjectives, adverbs, and conjunctions ❑ Complete sentences with correct punctuation. ❑ Syntactic errors do not interfere with meaning	
Text Structure ✓ *Narrative, informational, opinion structures* ✓ *Paragraph structure* ✓ *Patterns of organization (description, sequence, cause/effect, etc.)* ✓ *Linking & transition words*		❑ Paragraphs include topic sentence and relevant, supporting details ❑ Most paragraphs include a conclusion that summarizes some ideas presented ❑ Follows a relevant and logical sequence ❑ Uses transition words to link sentences, specific to structure (e.g., initially, subsequently, finally, although)	
Writing Craft ✓ *Word choice* ✓ *Awareness of task, audience, purpose* ✓ *Literary devices*		❑ Clear evidence of the author's voice ❑ Presents a clear main idea/topic ❑ Details are specific, accurate, and effective, including information from both background knowledge and other sources ❑ Evidence of literary devices taught ❑ Includes a wide variety of descriptive and subject-specific academic vocabulary	
Transcription ✓ *Spelling* ✓ *Handwriting, keyboarding*		❑ Familiar words are spelled correctly; phonetic spelling for complex, unfamiliar words ❑ Printing/writing is legible and easy to read	

Student: _____

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