### Proficiency Behaviors End of 1st Reporting Period

- Generates topics for writing and expresses ideas with teacher.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, graphic organizers, etc.).
- Writing includes an opening phrase or sentence (Last weekend, did you know the sun is a huge ball of fire?).
- Begins to write in logical, sequential order.
- Uses a variety of sentence structures and lengths.
- Rereads to clarify message by adding or deleting information with teacher assistance.
- Writing includes some “good word choice” to create mind pictures (ex. muscular verbs, adjectives, adverbs, dialogue).
- Begins to use similes and/or metaphors with teacher assistance.
- Writing includes a sense of closure (It was fun!, I had a great time at the zoo.).
- Demonstrates some accurate use of beginning capitalization.
- Demonstrates some accurate use of closing punctuation.
- Writing some high frequency words correctly.
- Uses phonetic and some transitional spelling.
- Uses resources to check writing (dictionary, checklist).

### Proficiency Behaviors End of 2nd Reporting Period

- Generates topics for writing using peer assistance or other resources.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).
- Writing includes an opening with more than one sentence.
- Ideas are logically ordered and clustered into groups.
- Writes complete sentences some of the time.
- Uses a variety of sentence structure and lengths.
- Rereads to clarify message by adding or deleting information with peer assistance.
- Revises word choices by substituting richer vocabulary to create mind pictures with teacher assistance (ex. muscular verbs, adjectives, adverbs, dialogue).
- Uses similes and/or metaphors with some understanding.
- Writing includes a sense of closure (It was fun!, I had a great time at the zoo.).
- Demonstrates more accurate use of beginning capitalization.
- Demonstrates more accurate use of closing punctuation.
- Writes more high frequency words correctly.
- Uses phonetic and more transitional spelling.
- Uses resources to check their writing (dictionary, checklist).

### Proficiency Behaviors End of 3rd Reporting Period

- Generates topics for writing independently.
- Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).
- Writing includes an opening that moves smoothly into the body of the writing.
- Ideas are logically ordered and clustered into groups.
- Writes complete sentences most of the time.
- Uses more complex sentence structures.
- Rereads to clarify message by adding or deleting information with some independence.
- Revises word choices by substituting richer vocabulary to create mind pictures with some independence.
- Uses similes and/or metaphors with more understanding of its usefulness.
- Writing includes a sense of closure.
- Demonstrates accurate use of capitalization most of the time at the beginning of sentences and proper nouns.
- Demonstrates accurate use of closing punctuation most of the time.
- Writes most high frequency words correctly.
- Uses transitional spelling and some conventional spelling.
- Uses resources to check their writing (dictionary, checklist, and thesaurus).
The Purpose of a Writing Proficiency Guide and a Rubric

**Definition**

A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis.

The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers.

The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)

**The Purpose**

- To observe students’ writing behaviors over the course of each trimester throughout the school year
- To guide students’ writing development over time
- To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing

**Writing Proficiency Guide**

**Writing Rubric**

The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.

- To score students’ writing skills on a single piece of writing in a particular genre