

# Writing Continuum Checklist

\*Analytic Trait

K,1,2,3,4,5 Grade Level

IC=Ideas&Content/O=Organization/V=Voice/C=Conventions

Adapted from Hill & Ruptic (1994)

## Preconventional

\*Trait      Date      Date

K-IC			Primarily relies on pictures to convey meaning
K-V			Creates pictures that express personality, feelings, or moods
K-V			Creates pictures that evoke emotional response from reader
K-C			Writes random recognizable letters (letter strings)
			Makes marks other than drawing on paper (scribble writing)
			Sometimes labels and adds "words" to pictures

## Emergent

K-IC			Uses pictures and print to convey meaning
K-C			Uses beginning/ending consonants to make words
			Prints with upper-case letters

## Developing

K-IC/O			Writing matches picture
K-IC			Story makes sense
K-O			Writing is from top-bottom, left-right, front-back
K-V			Creates text that expresses personality, feelings, or mood
K-V			Creates text that evokes an emotional response from reader
K-C			May interchange upper- and lower-case letters
K-C			Uses beginning, middle, and ending sounds to make words
K-C			Punctuation randomly used
			Writes names and favorite words
			Begins to use spacing between words
			Begins to write noun-verb phrases

## Beginning

1-IC			Writes pieces that self and others can read (understandable)
1-IC			Writes about observations and experiences with some descriptive words
1-IC			Illustration supports the writing
1-O			Writing may have clear ending
1-V			Some predictable feelings or emotions shown
1-C			Begins to write recognizable short sentences
1-C			Experiments with capitals and punctuation
1-C			Uses phonetic spelling to write independently
1-C			Spells some words correctly
			Forms many letters legibly

**Expanding**

2-IC			Details present but not developed
2-IC			Illustration (if present) enhances writing
2-IC			Attempts to tell a story
2-IC/V			Attempts adding description and detail (to create images)
1-O			Writes pieces with beginning, middle, and end
1-O			A title may be present
2-V			Expresses some predictable feelings
1-C			Uses capital letters and periods
2-C			Spells many common words correctly
3-C			Begins to consider audience
			Forms letters with ease

**Bridging**

4/3-IC			Ideas are somewhat original
5/4/3-IC/O			Writing focuses on one theme with relevant details
3/2-O			Begins to organize ideas in logical sequence
2-O			An appropriate title is present
5/4/3/2-O			Sentence beginnings are not all alike
3-C			Employs strategies to spell difficult words correctly
3/2-C			Begins to develop paragraphs
			Begins to write for various purposes

**Fluent**

5/4-O			Experiments with complex sentence structure
5/4-O			Connects paragraphs in logical sequence
5-O			Strong beginning
4-V			Writing hides as much as it reveals
5/4/3-V			Uses appropriate tone and mood for a variety of purposes
4-C			<b>Edits with greater precision for spelling, grammar, punctuation, capitalization</b>

**Proficient**

5-IC			Uses sophisticated descriptive language
5-O			Varies sentence complexity naturally
			Integrates information from a variety of sources

**Independent**

			Writes cohesive in-depth pieces
			Internalizes writing process
			Perseveres through complex writing projects

