



SOUTH ATLANTIC CONFERENCE of
SEVENTH-DAY ADVENTISTS
OFFICE OF EDUCATION



First & Second Grades

Content/Ideas		Organization	
Voice		Word Choice	
Fluency		Conventions	
Presentation		Mode of Cumulative Record	

Name _____ Date _____

T₁ T₂ T₃

Category	4	3	2	1
Content and Ideas <ul style="list-style-type: none"> • Topic • Purpose • Plan 	Writing is focused & on topic *Uses many important details for support	Most ideas are on topic *Some details are used that are on topic	Uses drawings that show detail and are supported by words *Some recognizable words used, may be phonetic	*Communicates ideas with pictures *May include scribbling, shapes or line forms *No student text, dictated text matches picture *Pictures are present *Writes letters randomly *Reader needs help to interpret text
Organization <ul style="list-style-type: none"> • Structure • Introduction • Conclusion 	*Beginning and ending work well *Effective and easy to follow sequencing *Uses transitions to connect ideas	Attempts a beginning and/or ending *Attempts sequencing	Controls placement of letters and pictures *Experiments with simple sentences or phrases	*Random placement of pictures, shapes, and/or scribbles *Attempts to control pictures, shapes, or letters *May include labeling
Voice <ul style="list-style-type: none"> • Personality • Sense of Audience 	Message is conveyed effectively *Feelings are evident	*Writes to convey a story or idea *Limited repetition of text	Details are evident in drawing *Drawing must be supported by words	*Picture lacks details
Word Choice <ul style="list-style-type: none"> • Precision • Effectiveness • Imagery 	*Limited use of descriptive or action words *Uses environmental, high frequency words	*No use of descriptive or action words *Chooses environmental words that make sense in the text	*Writes in letter strings *Copies random environmental words	*Pictures, shapes, or scribbles stand for words and phrases
Sentence Fluency <ul style="list-style-type: none"> • Rhythm • Flow • Variety 	Uses simple sentences *Sentences may be patterned	*Attempts a simple sentence or phrase *Writer may need to help reader interpret some of the text	*Letter strings *Writer needs to interpret text for the reader	*Pictures or scribbles

<p>Conventions</p> <ul style="list-style-type: none"> • Age appropriate • Spelling • Capitalization • Punctuation • Grammar 	<p>*Mostly correct use of upper and lower case letters *Uses spaces between words *Most high frequency words are correct *Attempts to use some spelling patterns (MONSTUR=monster) *Use of capitals is mostly correct *Uses periods correctly</p>	<p>May have limited mix of upper and lower case letters *May use spaces between words *Uses phonetic spelling (MNSTR=monster) *Sometimes uses capitals at the beginning</p>	<p>*Some standard letters (may be all upper or lower or mixed) *Consistently writes left to right and top to bottom *Records dominant sounds (M=monster or MR=monster) marks; capitalization is inconsistent, attempts standard English grammar but is simplistic or missing key elements</p>	<p>Writes with scribbles *Cannot write name</p>
<p>Presentation</p> <ul style="list-style-type: none"> • Handwriting • Spacing • Drawings 	<p>Handwriting that shows a sense of perfection (letters formed correctly, easily read, attractive); words are evenly spaced; consistently blocks or indents paragraphs; drawings and graphics creatively enhance meaning and are aesthetically pleasing</p>	<p>Letters are reasonably perfect; includes proper spacing; places drawings and graphics logically and that are aesthetically pleasing</p>	<p>Letter formation is incorrect or inconsistent; most letters are reasonably read; most spacing is correct; drawings or graphics reflect the topic but may not be aesthetically pleasing</p>	<p>Letter shapes are inconsistently formed and difficult to recognize or are inaccurate; shows random attempts at spacing; drawings or graphics used are not aesthetically pleasing, show general haste, and distract from the reading</p>