Place student initials inside the box that best describes the evidence of proficiency you see. Use an appropriate example from In Common or a chosen Benchmark to clarify each descriptor

| Beginning | Developing | Proficient |
| :--- | :--- | :--- |
|  |  | Shows solid understanding of <br> content. <br> D.L. |
|  | D.L. | Name what they are writing <br> about |
|  |  | Supply some information about <br> the topic (using evidence from <br> sources). <br> D.L. |
| D.L. | Conventions: <br> Capitalize the first word in a <br> sentence and the <br> pronoun I. |  |
| D.L. |  | Write a letter or letters for <br> most consonant <br> and short-vowel sounds |
| S.L. |  | Spell simple words phonetically, <br> drawing on knowledge of sound- <br> letter relationships. |
| Notes: |  |  |
|  | D.L. | Use words and phrases acquired <br> through conversations, reading <br> and being read to, and <br> responding to texts. |
|  |  |  |

## For "Distinguished" performance, add an asterisk * to the student's initials.

Place student initials inside the box that best describes the evidence of proficiency you see. Use an appropriate example from In Common or a chosen Benchmark to clarify each descriptor

| Beginning | Developing | Proficient |
| :---: | :---: | :---: |
| J.K. A.L. F.D. |  | Shows solid understanding of content. <br> D.L. H.M. G.H. C.R. S.I. <br> J.U. Y.P. D.V. S.C. P.W. |
| A.L. | $\begin{array}{llll} \hline \text { D.L. J.K. F.D. } \\ \text { J.U. } & \text { Y.P. } & \text { D.V. S.C. P.W. } \end{array}$ | Name what they are writing about H.M. G.H. C.R. S.I. |
| F.D. | J.K. A.L. H.M. F.D. | Supply some information about the topic (using evidence from sources). <br> D.L. H.M. G.H.* C.R. <br> S.I.* <br> J.U. Y.P. D.V. S.C. P.W. |
| J.K. F.D. | D.L. A.L. <br> J.U. Y.P. D.V. S.C. P.W. | Conventions: <br> Capitalize the first word in a sentence and the pronoun $I$. <br> H.M. G.H. C.R. S.I. |
| $\begin{array}{llll} \text { J.K. } & \text { F.D. } & \\ \text { J.U. } & \text { Y.P. } & \text { D.V. } & \text { S.C. } \\ \text { P.W. } & & \end{array}$ <br> D.L. J.K. F.D. | D.L. A.L. F.D. A.L. | Write a letter or letters for most consonant and short-vowel sounds H.M. G.H.* C.R. S.I. J.U. Y.P. D.V. S.C. P.W. <br> Spell simple words phonetically, drawing on knowledge of soundletter relationships. <br> H.M. G.H. C.R. S.I.* J.U. Y.P. D.V. S.C. P.W. |
| J.K. | $\begin{array}{llllll} \hline \text { D.L. F.D. } & & & \\ \text { J.U. } & \text { Y.P. } & \text { D.V. } & \text { S.C. } & \text { P.W. } \end{array}$ | Use words and phrases acquired through conversations, reading and being read to, and responding to texts. <br> H.M. G.H. C.R. S.I. |
| Notes: |  |  |

For "Distinguished" performance, add an asterisk * to the student's initials.

