

## Reporting Format With Growth Descriptors

B = Beginning D = Developing S = Secure			The expectations for achievement are that students will meet Secure (S) proficiency levels by spring. The shaded area indicates when the outcome is usually first assessed.
<b>Writing Genre</b>			
<b>Fall</b>	<b>Winter</b>	<b>Spring</b>	<b>Concepts/Skills</b>
			1. Writes a brief personal story using pictures, words, and/or sentences.
			2. Reads and tries to copy different styles of poetry.
			3. Writes a brief informational piece using drawings, words, and/or sentences as a page for a class book.
			4. Helps with a class research project by adding key information gathered from materials supplied by the teacher.
<b>Writing Process</b>			
			5. Brainstorms ideas for narrative stories.
			6. Produces pictures and drawings that fit the story.
			7. As s/he plans to write, with help from the teacher, thinks about how the readers will react.
			8. Spells words based on how they sound when writing.
			9. Brainstorms ideas for informational text.
			10. Makes changes to writing by reading it to a friend, and asks for ideas to improve it to make the meaning more clear.
<b>Personal Style</b>			
			11. Expresses feelings, uses his/her natural language, and creates new ideas to show originality in his/her speech and writing.
<b>Spelling</b>			
			12. Uses beginning and simple ending sounds, or word lists provided by the teacher to figure out how to spell more words.
			13. Correctly spells about 18 words s/he sees often and finds meaningful.
<b>Handwriting</b>			
			14. Writes from left to right and top to bottom.
			15. Forms upper- and lowercase letters.
			16. Leaves spaces between words when writing.
<b>Writing Attitude</b>			
			17. Is eager to write and learn to write.

Source: Kindergarten Report, 2009 (p. 1). Ann Arbor Public Schools, Ann Arbor, MI. Used with permission.