

Emergent Writing Assessment for Kindergarten



Levels of Student Work

1. The student's work consists of scribbles, random shapes, or exploration of materials. It is not recognizable.

2. The student's work is only recognizable when the student talks about it.

3. The student's work is recognizable, but lacks important detail that is critical to the story.

4. The student's work contains, important detail that is critical to the story, but lacks "writing".

5. The student's work contains important detail that is critical to the story, and includes "writing".

Possible Teaching Objectives

Oral Story

- Begins to talk about the story before drawing
- May sound like a list—First I did this. Then I did that.

Picture

- can use circles, squares and/or rectangles to draw pictures
- picture is becoming more developed and recognizable
- willingly adds detail to the picture when asked
- contains a character and some detail

Oral Story

- Knows the story before drawing
- Sounds more like story with support from the teacher
- Remains constant over time.

Picture

- Draws recognizable pictures with circles, squares and rectangles
- Includes a character and a setting or significant event
- Includes "writing" by the student as labels, speech bubbles, thought bubbles, and/or sounds
- "writing" text below begins to appear

Oral Story

- Sounds like a story with a beginning, middle, and end
- Knows the story before drawing
- Contains all important details
- Can articulate what will be in the picture before drawing

Picture

- Includes a character
- Includes a setting
- Includes an action or a significant event
- Includes as labels, speech bubbles, thought bubbles, and/or noises (may use sight words, names, and beginning sounds)
- Includes "writing" below

Levels of Oral Language (in the language of instruction)

1. The student will not converse about his or her work. However, he or she may gesture.

2. The student *labels objects* using words, short phrases, or simple sentences about his or her work through teacher questioning. However, the student may seem unsure and/or give different responses during continued conversation.

3. The student *labels objects* using words, short phrases or simple sentences about his or her work. The language remains constant during the conversation and **over time**.

4. The student is able to tell a *story* about his or her work through teacher questioning.

5. The student is able to tell a simple *story* about his or her work with little or no teacher support.