

NMSD Kindergarten Report Card: Writing

	Begins to respond to questions and suggestions to add details to strengthen writing (W.K.5; W.K.6)	Writes in a variety of forms for different specific audiences and purposes: Writes for self and others and draws and writes to retell, inform and entertain. (W.K.1; W.K.2; W.K.3)
4	<ul style="list-style-type: none"> Able to <i>independently</i> respond to questions and suggestions from peers and add details to strengthen writing as needed. (W.K.5) Able to <i>independently</i> explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) 	<ul style="list-style-type: none"> <i>Independently</i> uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .) (W.K.1) <i>Independently</i> uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) <i>Independently</i> uses a combination of drawing, dictating, and writing to narrate a single event... (W.K.3)
3	<ul style="list-style-type: none"> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.(W.K.5) With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) 	<ul style="list-style-type: none"> Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)(W.K.1) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (W.K.3)
2	<ul style="list-style-type: none"> Even with guidance and support from adults, student struggles and reaches a high level of frustration when attempting to respond to questions and suggestions from peers and add details to strengthen writing as needed.(W.K.5) Even with guidance and support from adults, student struggles and reaches a high level of frustration when attempting to explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) 	<ul style="list-style-type: none"> Even with guidance and support from adults, student struggles when attempting to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .)(W.K.1) Even with guidance and support from adults, student struggles when attempting to use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2) Even with guidance and support from adults, student struggles when attempting to use a combination of drawing, dictating, and writing to narrate a single event...(W.K.3)
1	<ul style="list-style-type: none"> Even with guidance and support from adults, student struggles and reaches a high level of frustration when attempting to respond to questions and suggestions from peers and add details to strengthen writing as needed.(W.K.5) Even with guidance and support from adults, student struggles and reaches a high level of frustration when attempting to explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (W.K.6) 	<ul style="list-style-type: none"> Responds to some or no parts of the prompt Does not demonstrate understanding of topic/text Unable to meet standard, even with significant guidance and support from adults

*There is no W.K.4 standard; this doesn't begin until 3rd grade

Demonstrates a command of grade-level appropriate conventions of standard English grammar and usage. (L.K.1; L.K.2)	Acquires and uses grade-level appropriate vocabulary. (RL.K.4; L.K.4; L.K.5; L.K.6)
<ul style="list-style-type: none"> • Demonstrate <i>above</i> grade-level command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) • Demonstrate <i>above</i> grade-level command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) 	<ul style="list-style-type: none"> • Acquires and uses <i>above</i> grade-level appropriate vocabulary
<ul style="list-style-type: none"> • Demonstrate grade-level command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) • Demonstrate grade-level command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) 	<ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. (RL.K.4) • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (Identify new meanings for familiar words and apply them accurately e.g., knowing duck is a bird and learning the verb to duck) word. (L.K.4) • With guidance and support from adults, explore word relationships and nuances in word meanings (L.K.5) • Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (L.K.6)
<ul style="list-style-type: none"> • Demonstrate <i>below, but emergent</i> grade-level command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) • Demonstrate <i>below, but emergent</i> grade-level command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) 	<ul style="list-style-type: none"> • <i>Attempts</i> to use vocabulary, but with errors
<ul style="list-style-type: none"> • Demonstrates <i>significantly below</i> grade-level command of the conventions of standard English grammar and usage when writing or speaking. (L.K.1) • Demonstrates <i>significantly below</i> grade-level command of the conventions of standard English capitalization, punctuation, and spelling when writing. (L.K.2) 	<ul style="list-style-type: none"> • Does <i>not</i> use grade-level appropriate vocabulary