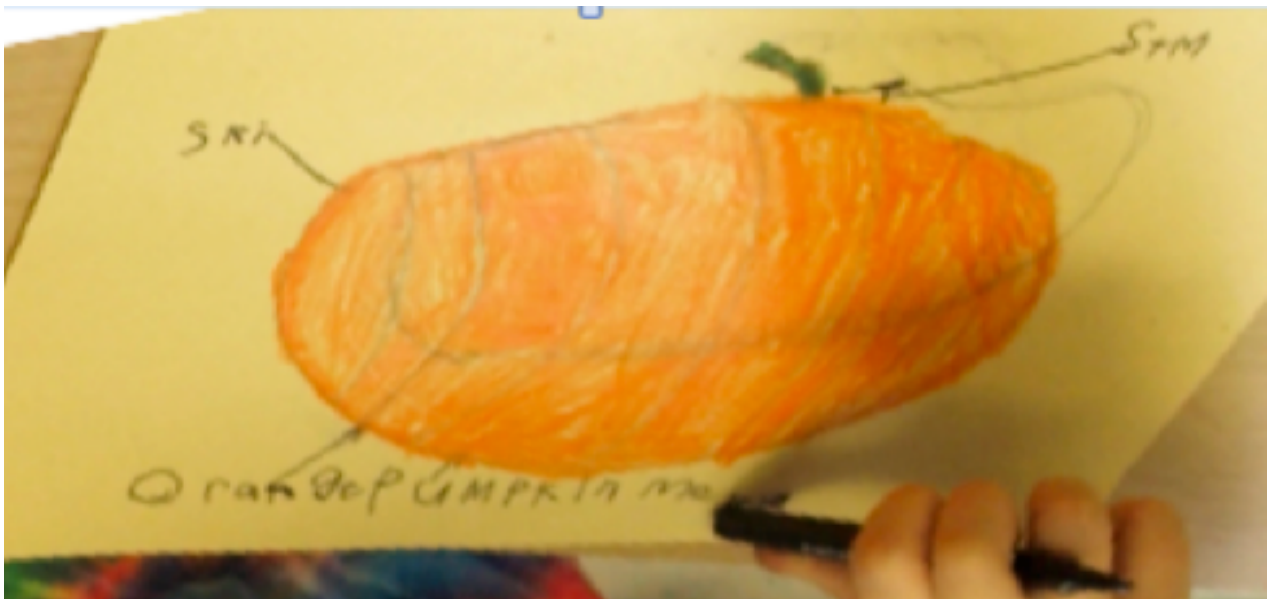# Informational, Level A₁, Early Emergent

SKI = skin;   STM=Stem; and OrangePumpkin me fd=Orange Pumpkin me found (Orange was copied from the color chart and *pumpkin* was copied from a bulletin board.)

SKRL=circle

Sample Scoring

Ideas/Content (A):

1.   Draws and writes the message.

Structure/Organization (A):

1.   Draws picture first, then adds labels.

Voice/Point of View:

1. Not assessed at this level

Word Choice/Description (A):
1. Attempts to represent spoken words on paper consonant-heavy words.
2. Copies words from the environment, using them appropriately.

Sentence Fluency/Structure (A):
1. Words are not quite put together as a grammatically correct sentence as the child would speak, but writer has the idea represented (Orange pumpkin me found).
2. Uses left to right directionality .
3. Uses a line to indicate a label as in a diagram.

Please Note: When scoring a paper, begin with the middle column, the Proficient level for the month and grade level. As you look at the bullets for Ideas and Content (for example), if the paper seems to fit the description in the Continuum, then decide if it is Proficient at 1 (minimally developed), 2 (adequately developed) or 3 (thoroughly developed). If you find yourself debating over two levels, choose the lower level.

Read the bullets holistically. It is impossible for any instrument to match bullet by bullet for each paper a student might write. If the Proficient column is more advanced, move to the left to the Basic or even Below Basic levels for Ideas and Content. If the Proficient level isn't adequate, then move to the right to the Advanced or Advanced+ levels.

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