

**BOP Kindergarten
Independent Writing Progression for Assessment Lessons***

Name Josh Hall

School Year 20XX-XX

COMPOSITION and CONTENT				
Writes one idea (does not have to be a complete sentence) Date(s): 9/2; 11/15; 1/31		Writes two sequential or related ideas Date(s): 4/16		Writes more than two sequential or related ideas Date(s): 6/15
SPELLING Emergent Writing →		Invented Spelling →		
Presses random keys ("scribbles") on the braillewriter; does not yet understand the relationship between braille and speech Date(s): 9/12	Writes and "reads back" scribbles and simple letters and/or contractions (go, can, you); has not yet made sound-symbol connections Date(s): 11/15	Represents beginning or salient consonant sounds (e.g., s for sun, l for elephant, j for drive); uses a few alphabetic wordsigns Date(s): 1/31	Spells beginning and ending consonants (e.g., ln for lion) and some blends and digraphs; spells some common CVC and uncontracted high frequency words; uses more alphabetic wordsigns Date(s): 4/16	Represents most sounds in words including blends, digraphs, "named" vowels (e.g., bot for boat), and short vowels (sometimes confused – e.g., pat for pet); spells more words conventionally; uses additional contractions Date(s): 6/15
MECHANICS – Spacing				
Requires a prompt to space between words Date(s): 11/15 1/31		Spaces inconsistently between words Date(s):		Usually spaces consistently between words Date(s): 4/16 6/15
MECHANICS – Capitalization and Punctuation				
Uses capital letters randomly, if at all Date(s): 11/15 1/31	Uses capital letters for names and the word I Date(s): 4/16 6/15	Usually uses a capital letter for the first word in a sentence Date(s): 6/15	Usually uses ending punctuation Date(s):	

*Note: The Independent Writing Progression for Checkup Lessons includes a progression of skills in each area of writing. Mastery of all items is not expected at the kindergarten level.

Assessment Lesson and Date	Name/Topic of Piece	Comments
Lesson 2 9/12/20XX	Sister Twinkle	<p>Enjoyed choosing topic Talked while scribbling about Twinkle; one word with each press of the braillewriter keys (has just begun to understand speech to text; between first two steps) Explored knobs, line advance, & backspace key</p> <p>Listened as I modeled sentence written in correct braille, read sentence together</p>
Lesson 9 11/15/20XX	Leaves	<p>Verbalized sentence as he wrote Started "ican" but used random letters to finish No sound-symbol matches yet "Read" sentence back when finished</p>
Lesson 19 1/31/20XX	The Maze	<p>Loves this topic! Wrote "like," "to," and beginning/ending letters in "maze" (a word he has seen and remembered) Wrote quickly; left out words "to go" Based on other writing, still mainly writing initial consonants to spell words</p>
Lesson 29 4/16/20XX	The Ball	<p>Two ideas! Wrote first and last names Consistent spacing Spelled beginning, middle, & ending consonant sounds (tns for tennis); also blend (br) and digraph (th) Starting to use vowels in some words</p>
Lesson 36 6/15/20XX	The Circus	<p>Very motivated by topic! Spent 15 minutes writing Most sounds in words represented</p> <p>Already knew contracted spelling of "went" and "down." Consistent spacing Capitalized "I" to begin each sentence; capitalizing first words consistently in other writing samples (not just I) Used a period after the last sentence (emerging skill)</p>

Some of the content in this progression uses information from Bear, D. R., Invernizzi, M. A., Templeton, S. R., & Johnston, F. A. (2020). *Words their way: Word study for phonics, vocabulary, and spelling instruction* (6th ed.). Hoboken, NJ: Pearson Education.