

The Pre-Emergent Writing Assessment

Levels of Student Work (Picture)	Objectives for Development and Learning Connection	Levels of Oral Language/Story Concept (Remembers and Connects Experiences)
<u>Level 1</u> The child's work (picture) consists of scribbles or marks. The marks appear to be exploration of materials and are not recognizable.	<i>Through interactions with an adult, the child will add on to his/her work (picture) and be able to:</i> <u>Objective #7</u> *Use writing and drawing tools	<u>Level 1</u> The child does not talk about his/her picture. However, he/she may point to picture or gesture with teacher prompting or questioning.
<u>Level 2</u> The child's work (picture) consists of various shapes and marks. Child identifies what picture is after drawing. The child's work is recognizable only when the child talks about it.	<u>Objective #9</u> *Uses an expanding expressive vocabulary *Speaks clearly <u>Objective #12</u> *Recognizes and recalls *Makes connections <u>Objective #14</u> *Thinks symbolically *Engages in socio-dramatic play	<u>Level 2</u> The child labels picture using one or two words, through teacher questioning. However, the child may seem unsure and/or give different responses during continued conversations.
<u>Level 3</u> The child draws picture to represent ideas and then identifies what it is. Picture may not contain important detail that matches the child's idea for the picture.	<i>Through interactions with an adult, the child will add on to his/her work and be able to:</i> <u>Objective #7</u> *Use writing and drawing tools <u>Objective #9</u> *Uses an expanding expressive vocabulary *Speaks clearly <u>Objective #12</u> *Recognizes and recalls *Makes connections <u>Objective #14</u> *Thinks symbolically *Engages in socio-dramatic play	<u>Level 3</u> The child talks about his/her picture and his/her idea (story) using words, short phrases or simple sentences. The child remembers the experience with teacher support.
<u>Level 4</u> The child talks about his/her idea before drawing the picture. The picture contains important details that match the child's idea. Child does not include "writing" without teacher prompt.	<u>Objective #12</u> *Recognizes and recalls *Makes connections <u>Objective #14</u> *Thinks symbolically *Engages in socio-dramatic play <u>Objective #16</u> *Identifies and names letters *Uses letter-sound knowledge <u>Objective #17</u> *Uses print concepts <u>Objective #18</u> *Comprehends and responds to books and other texts <u>Objective #19</u> *Writes to convey meaning	<u>Level 4</u> The child begins to use picture to tell a story in order providing details. The child may need teacher prompting or questioning to sustain story line to retell experience.
<u>Level 5</u> The child talks about his/her idea before drawing the picture. The picture contains important details that match the child's idea. The child includes "writing". "Writing" may be mock letters, letter like forms, letter strings and some frequently used words (mom, dad, love, etc).		<u>Level 5</u> The child uses picture to tell a story with little or no teacher support. Child is able to tell about the experience in order (beginning, middle, and end). "Writes" story through the use of mock letters, letter like forms, letter strings and some frequently used words (mom, dad, love, etc.). When asked to "read" story, points to "writing" and recalls the story.