



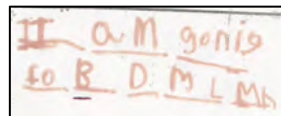
Kindergarten Individual Child Literacy Assessment Summary Scaffolded Writing

Recommendations for Completing Assessment:

The purpose of this assessment chart is to track individual children's progress in Scaffolded Writing throughout the year. This guidance will provide you with suggestions for completing the assessment easily and accurately. Note that this assessment should be completed during the teacher's assessment/planning time, not during the Scaffolded Writing process with the children. It is recommended that the teacher choose one week from each month as an assessment week, gathering Scaffolded Writing samples for each child, from various activities over the course of the week (i.e. center plans, fact writing, chapter summaries). After reviewing the Scaffolded Writing samples, mark the child's independent level on the top graph. The date of the assessment can be completed under the month, as shown:

	•
→	Oct 10/30/12

If the child is at the P, M, or L levels, then the assessment is complete after marking this top graph. If the child is at the independent level of IS (Initial Sounds) or above, the teacher will continue to the bottom half to mark the child's independence of sound to symbol correspondence. The child should demonstrate independence at IS in all writing samples collected to begin marking the level of sound to symbol correspondence. It is recommended that during the assessment week teachers make quick notations on the children's work samples noting the letters/sounds that they represented independently. This provides a way for the teacher to easily remember and mark the assessment. One suggested way to make this notation would be to underline the letters done independently with a colored pen, as shown:



After marking the observed letters, the teacher can also add the date of the recorded assessment underneath the letter, as shown:

I	<input checked="" type="checkbox"/> Initial	<input type="checkbox"/> Ending	<input type="checkbox"/> Medial
→	2/24/13		

The teacher can use this data collected for a variety of purposes including but not limited to: planning for their Message of the Day, planning for their scaffolds during Scaffolded Writing, report cards, information for IEP meetings, and targeting and tracking specific children's needs.

