**Child’s Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*Note: Mark the highest category when the child generates mixed response.*

**Writing Form: What the Child’s Writing Looks Like**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Category** | **Example** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| 0 | No marks |  |  |  |  |  |  |  |
| 1 | Drawing only | Child draws a picture instead of writing |  |  |  |  |  |  |
| 2 | Scribbles | ScribbleBW |  |  |  |  |  |  |
| 3 | Scribble units | ScribbleUnits |  |  |  |  |  |  |
| 4 | Individual stroke units | IndividualUnits |  |  |  |  |  |  |
| 5 | Personal Manuscript(letter like forms) | LetterLikeForms |  |  |  |  |  |  |
|  | Personal Cursive | PersCursive |  |  |  |  |  |  |
| 6 | Conventional letters plus letter like forms | Convent+InventLow(reversals are OK) |  |  |  |  |  |  |
| 7 | Conventional letters(no letter-sound correspondence) | **LettersOnly**”Go slow” |  |  |  |  |  |  |
| 8 | Conventional Letters inMemorized Word | Writes his/her name. Writes: I Love You. |  |  |  |  |  |  |
| 9 | Invented spelling(Semi-phonetic)First Letter sound, or one sound to represent a word | silver SilverDollar1dollar |  |  |  |  |  |  |
| 10 | Invented Spelling(Semi-phonetic)First & last | InventSpFirst“rainbow” |  |  |  |  |  |  |
| 11 | Invented Spelling(Phonetic)Most Sounds represented | **Cep**“ship” |  |  |  |  |  |  |
| 12 | Transitional Spelling | Visual, meaning-based, orthographic patternsBOTE for *boat*THAY for *they* |  |  |  |  |  |  |

**Speech/Print Matching (Intentionality)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Category***Score child’s response to: “Read it to me!”* | **Example** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| 1 | Marks not Read |  |  |  |  |  |  |  |
| 2 | Sign Concept:  | Asks adult: What did I write? |  |  |  |  |  |  |
| 3 | Reads without Speech/Print Match:  | Reads message with normal speech speed and rhythm, but does not indicate how the message links to marks on the page |  |  |  |  |  |  |
| 4 | Natural Speech/General Pointing:  | Reads marks with natural speech speed and rhythm; points in a general way to the marks on the page (no specific matching of marks to speech segments) |  |  |  |  |  |  |
| 5 | Segmented Speech/General Pointing:  | Reads marks by slowing and segmenting spoken message in a way that does not sound like natural speech; Points in a general way to the marks on the page (no specific matching of marks to speech) |  |  |  |  |  |  |
| 6 | Matches Whole Words/Phrases to Marks: | Slows and segments spoken message into words or phrases; Points to or writes marks in rhythm with the spoken segments |  |  |  |  |  |  |
| 7 | Matches Sounds to Marks/Letters: | Slows and segments a word into (some) individual sounds; Matches the sound to a specific mark or letter. |  |  |  |  |  |  |

**Task/Message Match (Message Content)**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Category***Score child’s oral reading of the message*. | **Example** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| 0 | No Marks or Does not read message |  |  |  |  |  |  |  |
| 1 | Message unrelated to topic or task |  |  |  |  |  |  |  |
| 2 | Message unrelated: Other conventional message | “I Love You” “A, B, C,D”Names of family/friends (not pictured) |  |  |  |  |  |  |
| 3 | Message has general relation to Writing Materials, Processes, Purposes | “It’s red.” *To describe marker color.*“It’s for you. I’m gonna take it home.”“I went around and around.” *To describe use of pen.* |  |  |  |  |  |  |
| 4 | Message has general relation to topic | “It’s about dinosaurs.” |  |  |  |  |  |  |
| 5 | Writes a word as label related to topic | Writes “bike” when a bike is pictured in the drawing |  |  |  |  |  |  |
| 6 | Writes a multi-word phrase related to topic | Writes “my new shoes” when illustration shows child and shoes. |  |  |  |  |  |  |
| 7 | Writes a sentence related to topic | Writes a complete sentence related to the topic. |  |  |  |  |  |  |

**Directionality**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Category** | **Example** | **Date** | **Date** | **Date** | **Date** | **Date** | **Date** |
| 0 | No Marks; A single dot/letter, scribble; Draws Picture |  |  |  |  |  |  |  |
| 1 | Random placement of multiple units, forms, or letters |  |  |  |  |  |  |  |
| 2 | Unconventional Linear  | Right to Left; Bottom to Top |  |  |  |  |  |  |
| 3 | Conventional Linear for Line 1, then unconventional | Left to Right for Line 1; Then unconventional directional placement |  |  |  |  |  |  |
| 4 | Conventional All Lines |  |  |  |  |  |  |  |

**Reference:** Rowe, D. W., & Wilson, S. (2015). The development of a descriptive measure of early childhood writing: Results from the Write Start! Writing Assessment. *Journal of Literacy Research, 47*(2), 245-292. doi: 10.1177/1086296X15619723*.*