Name:				

Date:	
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	Kindergarten			
	STRUCTURE	The state of the s		
I told, drew, and wrote a who	ole story.			
Did I do it like a	Kindergartener?	NOT YET	STARTING TO	YES!
One day I went to my soccer game.	I had a page that showed what happened first.			
	I put my pages in order.	The Control of the Co		
My team won!	I had a page that showed what happened last in my story.			
-jo: 63 RM # P	My story had a page for the beginning, a page for the middle, and a page for the end.			WATER CANADA CONTROL OF THE CONTROL OF T

TVATION OF BEATER

	Kindergarten			
	DEVELOPMENT	100 G (5)		
Did I do it like a	Kindergartener?	NOT . YET	STARTING TO	YES!
Who? The grand who? Thow? Whow? Who who? Who who? Who who? Who who? Who who? Who w	My story indicated who was there, what they did, and how the characters felt.			
I ran super fast!	I drew and wrote some details about what happened.			

Kindergarten				
LANGUAGE CONVENTIONS				
Did I do it like a	Kindergartener?	NOT YET	STARTING TO	YES!
	I could read my writing.			
(())) ab	I wrote a letter for the sounds I heard.			
Aa Bb Cc at be can and but come all by	I used the word wall to help me spell.			
I love writing!	I put spaces between words.			
tHE ••• the	I used lowercase letters unless capitals were needed.			
Look at the ball.	I wrote capital letters to start every sentence.			

Name:	Date:
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	Grade 1			7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 - 7 -
	STRUCTURE			
I wrote about when I did sc	omething.	Nilliane and Selection above manner		
Did I do it like	a first grader?	NOT YET	STARTING TO	YES!
One hot sunny day I went to play soccer.	I tried to make a beginning for my story.			
and then so	I put my pages in order. I used words such as <i>and</i> , then, and so.			
We won! I felt so Proud	I found a way to end my story.			
Englad father apply comband and the property of the property o	I wrote my story across three or more pages.	CHARAM TO THE ACAD TEST STATEMENT CONTROL CONTROL TO THE ACAD TEST STATEMENT TO THE ACAD TEST STATEMENT CONTROL TO THE ACAD TEST STATEMENT TO THE ACA		

Grade 1				
	DEVELOPMENT			
Did I do it like a first grader?		NOT YET	STARTING TO	YES!
To och och is and the wall.	I put the picture from my mind onto the page. I had details in pictures and words.			
ball Agoalie The ball flew through the air!	I used labels and words to give details.	THE PROPERTY OF THE PROPERTY O		ANTERNA NA CONTRA NA

NAMES OF TABLES

	Grade 1			
i i	ANGUAGE CONVENTIONS			
Did I do it like	a first grader?	NOT YET	STARTING TO	YES!
can can out?	I used all I knew about words and chunks of words to help me spell.			
Aa Bb Cc an but call halls taller	I spelled all the word wall words right and used the word wall to help me spell other words.			
End it with • ! ?	I ended sentences with punctuation.			
Mercy Watson	I used a capital letter for names.			
Shopping List Anchy I need milk, sugar, eggs, bread, and teq.	I used commas in dates and lists.			

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Date:	

Grade 2				
	. STRUCTURE*			
I wrote about one time when	I did something.			W. CTORINGE CONTRACTOR
Did I do it like a	second grader?	NOT YET	STARTING TO	YES!
	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.			
when then after	I told the story in order by using words such as when, then, and after.			
	I chose the action, talk, or feeling that would make a good ending.	TANDE (CONTRACTOR CONTRACTOR CONT		CONTRACTOR OF THE PROPERTY OF
Particular Control Con	I wrote a lot of lines on a page and wrote across a lot of pages.			SANNESSELLE THE SECTION OF THE SECTI

NAN STANTE

Grade 2 DEVELORMENT				
Did I do it like o	a second grader?	NOT YET	STARTING TO	YES!
	I tried to bring my characters to life with details, talk, and actions.			
wint skipped ran raced walked	I chose strong words that would help readers picture my story.			

Grade 2				
LANGUAGE CONVENTIONS				
Did I do it like a	second gradër?	NOT YET	STARTING TO	YES!
tion (-14) happily nation slowly vacation finally	I used what I knew about spelling patterns to spell a word.			
word wall word wall word wall wall wall wall wall wall wall with the bright wall will be to be t	I spelled all of the word wall words correctly and used the word wall to help me figure out how to spell other words.			
cc 22 How are you? my teacher asked.	I used quotation marks to show what characters said.			
can't I'm don't we'll	When I used words such as <i>can't</i> and <i>don't</i> , I put in the apostrophe.			

UACETTATIV

Name: Date:

Grade 3				
T told the ctapy bit by bit	, STRÚGTURE:			A CONTRACTOR OF THE CONTRACTOR
I told the story bit by bit. Did I do it like	a third grader?	NOT YET	STARTING TO	YES!
	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.			
After that-	I told my story in order using phrases such as a little later and after that.			
talk "We sure did!" action	I chose the action, talk, or feeling that would make a good ending and worked to write it well.			
The state of the s	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in my story.		INDOCUMENTS OF THE PROPERTY OF	

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Manage A	mung Checknst (continued)			ternészősések meléké
	Grade 3			
	DEVELOPMENT			
Did I do it like o	a third grader?	NOT YET	STARTING TO	YES!
excited O surprised	I worked to show what happened to (and in) my characters.			
Jones Constitution of the	I not only told my story, but also wrote in ways that got readers to picture what was happening and that brought my story to life.			

Grade 3				
Ц	ANGUAGE CONVENTIONS		ppendestation that state 1. A state of a single state of the state of	
Did I do it like	a third grader?	NOT YET	STARTING TO	YESI
could, should could, t	I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.			
母国务	I got help from others to check my spelling and punctuation before I wrote my final draft.			
celet's go, "he said.	I punctuated dialogue correctly, with commas and quotation marks.			
	While writing, I put punctuation at the end of every sentence.			
BIG fast S-l-o-w quietly bold	I wrote in a way that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice, and others in another voice.			

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			Date
Name:	 		
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Narrat	tive Writing Checklist			
	Grade 4			
	STRUCTURE			
wrote the important part of an	event bit by bit and took out unim	porta	ınt parts.	
Did I do it like a		NOT YET	STARTING TO	YES!
ETERNIC SPERIOR STATE OF THE PROPERTY OF THE P	I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story.			
Just then, Suddenly, Market a while, After a while, A little later,	I showed how much time went by with words and phrases that mark time such as just then and suddenly (to show when things happened quickly) or after a while and a little later (to show when a little time passed).			
	I wrote an ending that connected to the beginning or the middle of the story.			
HOORAY!)	I used action, dialogue, or feeling to bring my story to a close.			
y the skip lines	I used paragraphs to separate the different parts or times of the story or to show when a new character was speaking.		HACOLOGICA CONTRACTOR	THE REPORT OF THE PROPERTY OF

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Grade 4				
	DEVELOPMENT			
Did I do it like	a fourth grader?	NOT YET	STARTING TO	YES!
	I added more to the heart of my story, including not only actions and dialogue but also thoughts and feelings.	OLYVINARIO RESIDENCIA PARTICIPATO DE L'ATRICIPATO DE L'ATRICIP		
	I showed <i>wh</i> y characters did what they did by including their thinking.			
slowly	I made some parts of the story go quickly and some slowly.			
gimile and metaphon personification	I included precise and sometimes sensory details and used figurative language (simile, metaphor, and personification) to bring my story to life.			
description phrases dialogue thoughts	I used a storytelling voice and conveyed the emotion or tone of my story through description, phrases, dialogue, and thoughts.			

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Grade 4				
, u	ANGUAGE CÖNVENTIONS			
Did I do it like a	fourth grader?	NOT YET	STARTING TO	YES!
Clapping clapping sitting making loving	I used what I knew about word families and spelling rules to help me spell and edit.			
Ag Bb Colbd Ee B Colbd	I used the word wall and dictionaries to help me when needed.			
Use commas to pause! For instance,	When writing long, complex sentences, I used commas to make them clear and correct.			
Read + listen! () and then \$6	I used periods to fix my run- on sentences.			

Name: Date:

Grade 5 STRUCTURE I wrote a story of an important moment. It read like a story, even though it might be a true account. STARTING NOT Did I do it like a fifth grader? YET TO YES! I wrote a beginning in which I not П П only showed what was happening and where, but also gave some clues to what would later become a problem for the main character. I used transitional phrases to П show the passage of time in complicated ways, perhaps by showing things happening at the same time (meanwhile, at the same time) or flashback and flashforward (early that morning, three hours later).

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Grade 5				
STRUC	TURE (continued) ?	NOT YET	STARTING TO	YES!
Ending	I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story.			
	I gave readers a sense of closure.		CONTRACTOR TO CONTRACTOR CONTRACT	
P Different P parts or times. P Anew character R speaks. P Some parts are P more vereloped	I used paragraphs to separate different parts or times of the story and to show when a new character was speaking. Some parts of the story were longer and more developed than others.			ACCIONATION AND ACCIONATION AND ACCIONATION AND ACCIONATION AND ACCIONATION AND ACCIONATION AND ACCIONATION ACCIONATION AND ACCIONATION ACCIONATIONATIONATIONATIONATIONATIONATIONAT

Grade 5				
e de la companya de La companya de la co	DEVELOPMENT			
Did I do it	like a fifth grader?	NOT YET	STARTING TO	YES!
DESCRIPTION ACTION DIALOGUE THE THE PROPERTY OF THE PROPERTY	I developed characters, setting, and plot throughout my story, especially the heart of the story. To do this, I used a blend of description, action, dialogue, and thinking.			
Why? What?	I showed why characters did what they did by including their thinking and their responses to what happened.			
SUMMARY SUMMARY SUMMARY BIT SY BIT	I slowed down the heart of the story. I made less important parts shorter and less detailed and blended storytelling and summary as needed.		The second secon	
I clasped my handsb squeezed my eyes the vase lay broken like my heart.	I included precise details and used figurative language so that readers could picture the setting, characters, and events. I used some objects or actions as symbols to bring forth my meaning.		Annual property of the propert	
I stopped. I looked closer. I gasped. Never before had I seen so many ladybugs in one place!	I varied my sentences to create the pace and tone of my narrative.			

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Grade 5				
	LANGUAGE CONVENTIONS			A COMPANY AND A
Did do it	like a fifth grader?	NOT YET	STARTING TO	YES!
receive Ball	I used what I knew about word families and spelling rules to help me spell and edit.			
11	I used the word wall and dictionaries to help me when needed.			
Meanwhile, Later that days	I used commas to set off introductory parts of sentences.			
"Bz "STOP!] . ! ? , ;	I used a variety of punctuation to fix any run-on sentences.			
Are you mad, Mom?	I also used commas to show talking directly to someone.			

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	Grade 6			
in aya Yanta	STRUCTURE			
I wrote a story that had ter an idea or lesson.	nsion, resolution, and realistic characte	rs an	d conveye	ed
Did 1 do it	like a sixth grader?	NOT YET	STARTING TO	YES!
[plot], [with meaning]	I wrote a beginning in which I not only set the plot or story in motion, but also hinted at the larger meaning the story would convey.			
Thadn't Thadn't Thinght not have Little did I know Because of Although	I used transitional phrases to connect what happened to why it happened such as if I hadn't'. I might not have, because of, although, and little did I know that			
	I wrote an ending that connected to what the story was really about.			
j. D	I gave readers a sense of closure by showing a new realization, insight, or change in a character or narrator.			

Narrativ	e Writing Checklist (continued)			
	Grade 6			
STRUCT	URE (continuëd)	NOT YET	STARTING TO	YES!
time change The state of the s	I used paragraphs purposefully, perhaps to show time or setting changes, new parts of the story, or to create suspense for readers. I created a sequence of events that was clear.			
	DEVELOPMENT			
Did I do it	like a sixth grader?	NOT YET	STARTING TO	YES!
internal O sexuits thinking dialogue	I developed realistic characters, and developed the details, action, dialogue, and internal thinking that contributed to the deeper meaning of the story.	THE REAL PROPERTY AND ASSESSMENT OF THE PROPERTY OF THE PROPER		
Will you p Sure!	I developed character traits and emotions through what characters said and did. I developed some relationships among characters to show why they acted and spoke as they did. I told the internal as well as external story.			
stretch— move quickly!	I chose several key parts to stretch out and several to move through more quickly.		An experiment a management and account of the contract of the	

VANSAAN WA

Grade 6				
DEVEL <i>O</i>	PMENT (continued): *>	NOT YET	STARTING TO	YES!
precise descriptions figurative language symbolism	I wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events, and to bring forth meaning.		. 🔲	
Aon qos Hom qos	I not only varied my sentences to create the pace and tone of my narrative and to engage my readers, but also used language that fit my story's meaning, for example, in parts that had dialogue, different characters used different kinds of language.			
	LANGUAGE CONVENTIONS			
Did I do it	like a sixth grader?	NOT YET	STARTING TO	YES!
	I used resources to be sure the words in my writing were spelled correctly.			
dash = colon;	I used punctuation to help set a mood, convey meaning, and/or build tension in my story.			
(parentheses)				

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PART II: THE ASSESSMENT TOOLS—NARRATIVE WRITING

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Name:	Date:
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	Grade 7	NOT YET	STARTING TO	YES!
	Structure			
Overall	I created a narrative that has realistic characters, tension, and change, and that not only conveys, but also develops an idea, lesson, or theme.			
Lead	I wrote a beginning that not only sets the story in motion, it also grounds it in a place or situation. It included details that will later be important to the story. These details might point to the central issue or conflict, show how story elements connect, or hint at key character traits.			
Transitions	I used transitional phrases and clauses to connect what happened to why it happened (If he hadn't he might not have, because of, although, little did she know that).			
Ending	I gave the reader a sense of closure by showing clearly how the character or place has changed or the problem has been resolved. If there wasn't resolution, I gave details to leave the reader thinking about a central idea or theme.			CONTRACTOR CONTRACTOR AND PROPERTY AND
Organization	I used a traditional—or slightly modified—story structure (rising action, conflict, falling action) to best bring out the meaning of my story and reach my audience.	Contribution (promoted formation)		
Complete May and Art 10 Tolking State of the Complete State of the	Development	valuament and and		The state of the s
Elaboration	I developed the action, dialogue, details, and inner thinking to convey an issue, idea, or lesson. I showed what is specific about the central character. I developed the setting and the character's relationship to the setting.			
Craft	I developed contradictions and change in characters and situations.			
	I used specific details and figurative language to help the reader understand the place and the mood (such as making an object or place symbolic, using the weather, using repetition).	And the second s		
	I varied my tone to match the variety of emotions experienced by the characters across the story.	MCCOTOCOLOGICAL CONTROL		

M.A.R. R. T. I. I. V. S. Miriden V. Checkellists

	Grade 7	NOT YET	STARTING TO	YES!
	Language Conventions			
Spelling	I used the Internet and other sources at hand to check spelling of literary and high-frequency words.			П
Punctuation and Sentence Structure	I varied my sentence structure, sometimes using simple and sometimes using complex sentence structure.			
	I punctuated dialogue sections accurately.		П	

Name:	
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Date:	
Date.	

	Grade 8	NOT YET	STARTING TO	YES!
	Structure			
Overall	I not only created a narrative with well-developed characters who change, I used the story to comment on a social issue, teach a lesson, and/or develop a point of view.			
Lead	In establishing the situation and place, I hinted at a bigger context for the story (revealing issues that have been brewing, showing how the setting affects the character, contextualizing a time in history, and/or developing one out of many points of view).	A SOLIT MAN CONTRACTOR WAS CONTRACTO		The second secon
Transitions	I used transitional phrases and clauses, grammatical structures (for example, paragraphing, descriptive phrases, and clauses) and text structures (such as chapter divisions and extended italics) to alert my reader to changes in the setting, the mood, the point of view, or the time in the story.	The state of the s		
Ending	I gave the reader a sense of closure by revealing character change(s) that followed from events in the story, or perhaps a resolution. If there wasn't resolution, I wrote to convey how the events of the story affected the characters, and to circle back to a central idea, issue, or theme.			
Organization	I modified a traditional story structure, dealing with time in purposeful ways, to best suit my genre, bring out the meaning of my story, and reach my audience.		-	
	Development		100/2010/100/2010	
Elaboration	I developed complicated story elements; I may have contrasted the character's thinking with his or her actions or dialogue.			
	I developed the central character's relationship to other characters. I showed character flaws as well as strengths to add complexity.			THE WEST STORY TO SET KANDESSED SETS A THE
	My details conveyed meaning and related to or developed a lesson or theme.	NAME AND ADDRESS OF THE PARTY O		

MANAGATINE

	Grade 8	NOT YET	STARTING TO	YES!
	Development (cont.)			
Craft	I conveyed the pressures characters feel and the dreams they hold. I related those to their actions. I developed complicated characters who change and/or who change others.			
	I created a mood as well as a physical setting, and showed how the place changed, or its relationships to the characters changed. I used symbolism to connect with a theme.			CATYON INTERNATIONAL AND
	I varied my tone to bring out different perspectives within the story, or to show a gap between the narrator's point of view and that of other characters.			
	Language Conventions		security of the security of th	
Spelling	I used the Internet and other sources to check the spelling of literary, historical, and geographical words.			
Punctuation and Sentence Structure	I used different sentence structures to achieve different purposes throughout my piece.	The second secon		THE RESIDENCE OF THE PARTY OF T
	I used verb tenses that shift when needed (such as when moving from a flashback back into the present tense of the story), deciding between active and passive voice where appropriate.	ATTACOGRAPH CATALOGUES AND ATTACOGRAPH		