

Novice	Apprentice	Intermediate	Proficient	Mastery
<ul style="list-style-type: none"> <li>• Simultaneously brings hands to midline</li> <li>• Brings two objects together at or near midline</li> <li>• Grasps hand-size object with either hand using ends of thumb, index, and second fingers</li> <li>• Grasps fat crayon/marker/ other tool and scribbles on paper</li> </ul>	<ul style="list-style-type: none"> <li>• Holds object with one hand while the other hand manipulates</li> <li>• Child holds crayon, marker, pencil, or other writing implement using the thumb and first two fingers. Child may move whole arm across writing surface to write or draw.</li> <li>• Uses scribble writing or letter-like forms to represent words or ideas – assigns meaning to scribbles</li> <li>• Copies simple written shapes after demonstration (e.g., circle, cross, T); shape should resemble the demonstrated model; any writing implement is acceptable (e.g., chalk, crayon, marker, paintbrush)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses three-finger grasp to hold writing implement (experiments with grasp when using a variety of writing tools)</li> <li>• Produces simple texts using letter-like forms (writing includes lines and circles)</li> <li>• Draws using representational figures (i.e., drawings to represent people, places, events, and objects. Recognizable to others or child is able to describe or label features of the drawings)</li> <li>• Prints psuedo-letters (i.e., produce characters that resemble letters and words, starting at the top of the page and moving downward from left to right on each line. Do not need to be actual letters or words.)</li> <li>• Produces simple texts using scribble writing (e.g., tries to write name at top of paper with lines)</li> </ul>	<ul style="list-style-type: none"> <li>• Adjust body position when writing</li> <li>• Adjust paper position when writing</li> <li>• Child draws or writes with crayon, marker, pencil, or other writing implement using three-finger grasp—fingers near point of implement, moving the implement primarily with finger movements rather than whole arm movements. Child is able to position writing implement with one hand by moving fingers of the writing hand rather than using two hands.</li> <li>• Copies complex shapes (e.g., rectangle, square, triangle) from a drawn model (e.g., drawn on cards, paper, the sidewalk)</li> <li>• Copies three letters (i.e., Upper- or lowercase letter from model; printing errors okay; letters recognizable)</li> <li>• Copies first name (i.e., from model; letters in correct order; printing errors okay; name is recognizable)</li> <li>• Prints three letters (i.e., upper- or lowercase without model; printing errors okay; recognizable)</li> <li>• Copies familiar words (e.g., own name, mom, dog)</li> </ul>	<ul style="list-style-type: none"> <li>• Uses two hands to manipulate objects, each hand performing different movements</li> <li>• Writes common words using three-finger grasp (i.e., moving implement with fingers while wrist and forearm remain stable on writing surface)</li> <li>• Consistently shows evidence of directionality (top to bottom, left to write)</li> <li>• Prints first name or familiar words without a model. Letters must be in correct order; errors are permissible but words are recognizable</li> <li>• Uses invented spellings (i.e., uses phonemic based spelling where letters match how the word sounds v. conventional spelling rules)</li> </ul>

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