

Foundations of Writing

Draw/write (motor item)	Explores writing tools and materials, including mouthing and touching	Uses writing/ drawing tools with beginning purpose	Uses writing/ drawing with greater purpose	Generates a variety of shapes in drawings: lines, circles, etc.	Makes controlled marks showing left-to-right directionality	Writing looks different from drawing, makes marks only in areas designated for text	Generates disconnected scribble with letter-like forms & recognizable letters	Writes and self-identifies some letters
Use print (cognitive/ linguistic item)	Explores accessible keyboards or letter boards to generate strings of random letters and characters	Selects letters with greater intentionality, such as generating strings of the same letter	Generates letters in word-like groupings with attention to spacing	Regularly generates text, may use word prediction some of the time	Generates letters to label or caption photos or drawings	Generates letters to “write” a letter, create a message, make a list	Selects letters, and words, with some connection to photo, list, message, or story	Generates many written words (some recognizable) to tell a story, create a message, make list
Use symbolic language (AAC) to generate print	Observes symbol use modelled by communication partners	With scaffolding support, selects a symbol to make a choice	With scaffolding support, selects a symbol to make a comment to label or caption a photo	With scaffolding supporting, selects a symbol to describe a characters or object	Uses AAC to logically complete an unfinished sentence or fill in a word.	Uses AAC to identify an audience and a purpose, such as to write message, make list	Uses AAC to logically respond to text, such as describing a character	Uses AAC system to generate a simple story, create a message, make a list
Write name	Attends to a model of writing the student’s name with an accessible keyboard, pencil, or letterboard	Sometimes makes an inconsistent mark/scribble when asked to write name	Usually makes an inconsistent mark/scribble to write name	Makes a consistent mark/scribble to write name	Makes a consistent letter-like form in scribble to write name	Writes a single recognizable letter or consistently selects correct first letter	Writes or selects some letters to form name (not necessarily in order)	Writes name in recognizable form, using an accessible pencil or letterboard
	1	2	3	4	5	6	7	8

A DRAFT adapted/modified BRIDGE for students with complex needs

(Adapted by Erin Sheldon, M Ed, from The BRIDGE, an observational portfolio rating scale by Pierce, Summer, O’DeKirk, 2005)