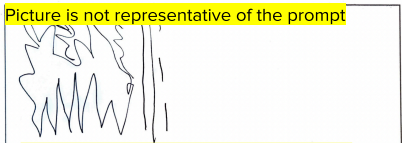
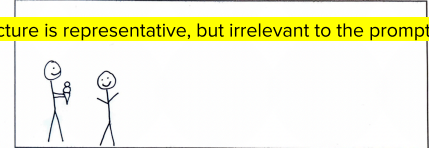
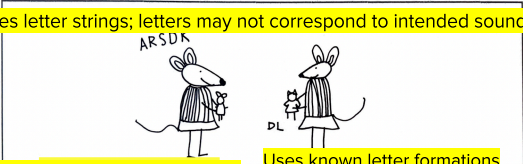


When to Offer Dictation Support on Fishtank Assessments in K-1

Students at or above [Phase 3: Transitional Writing](#) should not receive dictation support on assessments unless they have an IEP or 504 that recommends it. Use the table below to group students to better accommodate their needs on assessment days.

Phase	Characteristics of a Writer in this Phase	Student Names
These students SHOULD receive dictation support.		
<p>Phase 1: Abstract Pictures</p>	<ul style="list-style-type: none"> ● Scribbles ● Some discernable shapes ● A variety of lines and dots ● Decipherable drawings but not related to the prompt ● Images that represent words ● Drawings represent something from the mind ● Colors represent parts of the story ● No conventional letters <div style="text-align: center;"> <p>What causes Wemberly's worries about school to go away?</p>  <p>Verbal explanation may be one word, inconsistent, or irrelevant to the prompt</p> <hr/> <p>What causes Wemberly's worries about school to go away?</p>  <p>Verbal response may shift across tellings and/or across topics</p> </div>	
<p>Phase 2: Symbol and Letter Writing</p>	<ul style="list-style-type: none"> ● Illustrations are representative of the prompt ● Pictures are recognizable and related to the prompt ● Uses imitative writing (symbols like circles and lines) ● Uses letters from their own name in writing ● Creates letter strings to represent words ● Letters may not correspond to intended sounds <div style="text-align: center;"> <p>What causes Wemberly's worries about school to go away?</p>  <p>Picture is representative of the prompt</p> <p>Uses known letter formations</p> </div>	

These students should NOT receive dictation support.

**Phase 3:
Transitional
Writing**

- Draws representational pictures
- Uses details in illustrations to highlight key ideas (people, places, things, and actions) connected to the prompt
- Focuses on one topic across multiple pictures
- Uses labels to highlight key ideas accurately
- Attempts to write sentences to answer the question
- Begins to use capitalization, spaces, and ending punctuation
- Spells words with intentionality

What causes Wemberly's worries about school to go away?

Labels most important parts of response

Pictures are representative of people, places, things in story

mak fens

Attempts to write a sentence, missing parts of speech

**Phase 4:
Conventional
Writing**

- Draws representational pictures with increased accuracy
- Includes the most important details in illustrations
- Uses words to tell key details
- Writes sentences
- Uses capitalization, spacing, and end punctuation with intentionality
- Applies knowledge of phonics to encode unknown words
- Spells sight words accurately

What causes Wemberly's worries about school to go away?

Illustration includes most important details

Labels most important details

Answers the prompt fully

Wemberly's worries go away bcus she mets Jwel.

Applies phonics knowledge to write unknown words