

## Blackburn-Cramp Developmental Writing Scale

**Level 1**—Child draws a picture in response to a prompt and can verbalize about it.  
Child draws a picture and can talk about his or her picture.  
Child draws a picture but cannot verbalize about the picture.  
Child attempts to write scribbles or draws picture.  
Uncontrolled scribbling.

**Level 2**—Alphabet letters and mock letters are in a line across the page.  
Child writes alphabet and mock letters around the page.  
Child writes mock letters.  
Child pretends to write.

**Level 3**—Letters don't match sounds.  
Child writes letter strings.  
Child copies words she/he sees around the room.  
Child dictates to another person and then copies what is dictated.

**Level 4**—Child writes letters in word grouping and can read it back.  
Child writes letters to convey a message and can read it back.  
Child dictates one(+) sentences, copies, reads it back and still remembers it the next day.  
Child dictates one or more sentences, copies it, and can read it back.  
Child dictates one or more sentences and copies it.

**Level 5**—Child begins to use spaces between words.  
Child uses familiar words and invented spelling to convey a short simple message.  
Child uses initial consonants to represent words.  
Child uses labels for his/her pictures.  
Child writes familiar words.

**Level 6**—Child begins to write 2-3 sentences using a simple pattern of 3-4 words.  
Child uses invented spelling and some conventional spelling.  
Child writes a single, factual, understandable sentence independently.

**Level 7**—Child begins to use capitalization & simple punctuation, often in random fashion.  
Child uses both phonetic and sight strategies to spell words.  
Child writes some sentences related to topic and some not related to topic.  
Child writes short, simple sentences that are not in a pattern form.  
Child writes sentences of more than 4 words following a pattern.

**Level 8**—Child writes the start of a story.  
Mistakes in grammar, mechanics and usage may detract from clarity & meaning.  
Child begins to use more conventional spelling.  
At least two thoughts follow one another in logical sequence.  
Child writes sentences with random ideas related to prompt.