

Grade 2 Proficiency Scale for Writing/Representing

**personal narratives, letters, poems, multiple-page stories, simple expository text (non-fiction/interest-based), digital presentations*

Performance Standards & Writing Traits		Emerging The learner demonstrates an initial understanding of the concepts and competencies and requires ongoing support that directly relates to the learning standard.	Developing The learner demonstrates a partial understanding of the concepts and competencies and requires some support that directly relates to the learning standard.	Proficient The learner consistently demonstrates a complete understanding of the concepts and competencies at an independent level.	Extending The learner demonstrates a sophisticated understanding of the concepts and competencies and goes beyond what is expected.
*** Universal supports are accessible to all learners with the goal of removing any barriers. They allow students to demonstrate their knowledge, skills and understanding of a particular learning standard or competency.					
Snapshot		The student attempts to use drawings, dictations or writing to communicate ideas. The writing may have frequent errors.	The student uses loosely connected ideas and details to plan and create communication forms for different purposes and audiences. Some parts may be hard to follow due to errors.	The student can plan and create a variety of communication forms for different purposes and audiences. The writing shows effort and may include minor errors that don't affect the meaning.	The student can plan and create a variety of communication forms for different purposes and audiences at a sophisticated level. Errors in more complex words and sentences may be present.
Meaning	Ideas	<ul style="list-style-type: none"> • I can attempt to generate an idea • I can attempt to share my ideas in written form; may be modeled or copied. • I can attempt to create a piece of text • I can attempt to use a specific text structure 	<ul style="list-style-type: none"> • I can generate an idea; modeled or copied • I can use loosely-related detail; offers some awareness of myself, family or community • I can create text that somewhat instructs, inspires or entertains the reader • I can create familiar texts that reflect a specific audience or purpose 	<ul style="list-style-type: none"> • I can generate real or imagined ideas • I can use details to support my idea; deepen awareness of myself/family/community • I can create text that instructs, inspires or entertains the reader • I can create texts for different audiences and purposes 	<ul style="list-style-type: none"> • I can generate my own original ideas • I can use original details to support text; deepen awareness of myself/family/community • I can create an original text that instructs/inspires/entertains the reader • I can create original text that intentionally reflect a variety of audiences and purposes
Style	Word Choice -Literary Elements: sound play, images, colour, symbols, poetic & figurative language -Story Element: plot, beginning, middle, end, character, setting, dialogue	<ul style="list-style-type: none"> • I can attempt to use words; may be simple/repetitive or copied • I can attempt to use connecting words • I can attempt to show some level of understanding of literary elements • I can attempt to show some level of understanding of story elements 	<ul style="list-style-type: none"> • I can use basic words to express my ideas; may be simple, repetitive or modeled words • I can use a few connecting words (i.e. then/and); often repetitive • I can show some understanding of literary elements • I can show some understanding of story elements 	<ul style="list-style-type: none"> • I can use descriptive words to express and support my ideas in writing • I can use basic connecting words that make sense (i.e. first, next, then, because) • I can consistently show an understanding of literary elements • I can consistently show an understanding of story elements 	<ul style="list-style-type: none"> • I can use unique, descriptive words to express my ideas; helps my reader to visualize • I can use a variety of connecting words that make sense • I can show a sophisticated understanding of literary elements • I can show a sophisticated understanding of story elements that go beyond grade two
	Sentence Fluency	<ul style="list-style-type: none"> • I can attempt to write a basic sentence(s); may be copied / traced 	<ul style="list-style-type: none"> • I can write simple sentences and attempt compound sentences; may be in list form 	<ul style="list-style-type: none"> • I can write simple and compound sentences 	<ul style="list-style-type: none"> • I can write using a variety of sentences; may attempt complex sentences
	Voice	<ul style="list-style-type: none"> • I can attempt to show personality; may be limited or offer a loose reflection of myself. 	<ul style="list-style-type: none"> • I can show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity. 	<ul style="list-style-type: none"> • I can create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity 	<ul style="list-style-type: none"> • My personality shines through; My ideas are rich and give a strong sense of identity.
Form	Organization <ul style="list-style-type: none"> • on-topic • present ideas • flow/form 	<ul style="list-style-type: none"> • I can attempt to relate my ideas • I can attempt to include a beginning • I can attempt to include an ending 	<ul style="list-style-type: none"> • I can sometimes relate my ideas my ideas • I can include a beginning; may be vague • I can sometimes include an ending 	<ul style="list-style-type: none"> • I can relate my ideas to a topic • I can include a clear beginning • I can include an ending that makes sense 	<ul style="list-style-type: none"> • I can creatively relate my ideas to a topic • I can write an engaging beginning • I can write a clear and unique ending
Conventions <ul style="list-style-type: none"> • spelling (word patterns/families, creative-kid spelling) • grammar • punctuation (.?) • capitalization (sentence beginnings/names/pronouns) 		<ul style="list-style-type: none"> • I can try to represent sounds in my words • I can attempt using some grammar conventions • I can attempt to use ending punctuation • I attempt to use upper/lowercase letters • I can attempt to print with accurate letter/word formation • I can attempt to include spaces between my words • I can attempt to revise/edit 	<ul style="list-style-type: none"> • I can use some conventions of Canadian spelling • I can use some conventions of grammar • I can use some common end punctuation • I can use some capitalization: in names, at the beginning of sentences, when writing "I" • I can print some words legibly • I can sometimes use spaces between words • I can revise/edit some of my work 	<ul style="list-style-type: none"> • I can use conventions of Canadian spelling in most words I write • I can write with near-accurate grammar • I can mostly use common end punctuation • I can use near-accurate capitalization: at the beginning of sentences, in "I" or in names • I can print my words legibly • I can include spaces between my words • I can show evidence of revising/editing 	<ul style="list-style-type: none"> • I can apply conventions of Canadian spelling in a variety of words; some complex words • I can apply accurate grammar conventions • I can use various forms of punctuation • I can use capital letters as expected • I can use accurate capitalization • I can print all words legibly • I can show evidence of revising/editing throughout my work

