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.**
Skills/Strategies		**I can…**	**I can…**	**I can…**	**I can…**
Meaning	Ideas	● attempt to generate an idea ● attempt to share my ideas in written form; may be modeled or copied. ● attempt to create a piece of text ● attempt to use a specific text structure ● attempt to write a short text ● attempt to create writing which includes basic information	● generate an idea; may be modeled or copied ● use loosely-related detail; offers some awareness of myself/family/community ● create text that somewhat instructs, inspires, or entertains the reader ● sometimes create familiar texts for a specific audience or purpose ● write a short text of some related sentences (2-3+) with some relevant details or examples ● sometimes create writing which includes accurate basic information, often copying discussions and guidance	● generate real or imagined ideas ● use details to support my idea and deepen awareness of myself/family/community ● create text that instructs, inspires, or entertains the reader ● create texts for different audiences and purposes ● write a short text of several related sentences (4-5+) with some relevant details or examples ● create writing which includes accurate basic information, often based on discussions and guidance	● generate my own original ideas ● use original details to support text and deepen awareness of myself/family/community ● create an original text that instructs, inspires, or entertains the reader ● create sophisticated texts that intentionally reflect a variety of audiences and purposes ● write a text of several related sentences (6-8+) with sophisticated details or examples ● create writing which includes accurate, sophisticated information and builds from discussion and guidance
Style	Word Choice -Literary Elements: sound play, images, colour, symbols, poetic & figurative language -Story Element: plot, beginning, middle, end, character, setting, dialogue	● attempt to use words; may be simple/repetitive or copied ● attempt to show understanding of literary elements ● attempt to show understanding of story elements ● attempt to include some basic story language; may include some details	● use basic words to express my ideas; may be simple, repetitive or modeled words ● show some understanding of literary elements ● show some understanding of story elements ● sometimes include basic story language; may include relevant details	● use descriptive words to express and support my ideas in writing ● consistently show an understanding of literary elements ● consistently show an understanding of story elements ● include basic story language with some specific and relevant details	● use unique, descriptive words to express my ideas ● show a sophisticated understanding of literary elements ● show a sophisticated understanding of story elements ● include sophisticated story language and refined details
	Sentence Fluency	● attempt to use connecting words ● attempt to write a basic sentence(s); may be copied/traced ● attempt to expand sentences using adjectives or adverbs ● attempt to complete a sentence, when given a sentence stem with a subordinate conjunction	● use a few connecting words (i.e. then/and); often repetitive ● write simple sentences and attempt compound sentences; may be in list form ● sometimes expand sentences using adjectives and adverbs ● sometimes complete sentences, when given a sentence stem with a subordinate conjunction	● use basic connecting words that make sense (i.e. first, next, then, because) ● write simple and compound sentences to express and support my ideas in writing ● expand sentences using adjectives and adverbs ● complete sentences, when given a sentence stem with a subordinate conjunction	● use a variety of connecting words that make sense ● write using a variety of sentences types ● expand sentences using sophisticated adjectives and adverbs ● complete sentences in a sophisticated way, when given a sentence stem with a subordinate conjunction
	Voice	● attempt to show personality; may be limited or offer a loose reflection of myself.	● show some personality; may reflect me. My ideas sometimes reflect my own journey or offer a basic sense of identity.	● create writing that reflects who I am; My ideas often reflect my own journey or offer a sense of identity	● My personality shines through; My ideas are rich and give a strong sense of identity.
Form	Organization ● on-topic ● present ideas ● flow/form	● attempt to relate my ideas ● attempt to include a beginning ● attempt to include an ending ● attempt to write fiction that follows a simple story framework ● attempt to write non-fiction that may include a topic, some description, or text features	● sometimes relate my ideas ● include a beginning; may be vague ● sometimes include an ending ● write some fiction that follows a simple story framework with some logical sequencing of ideas that are loosely connected, often by time ● write some non-fiction that is conversational that may include an opening sentence that signals the topic, some description, and text features	● relate my ideas to a topic ● include a clear beginning ● include an ending that makes sense ● write fiction that follows a simple story framework with a logical sequence of ideas that are loosely connected, often by time ● write non-fiction that is conversational with an opening sentence that may signal the topic. Also includes some description, and text features	● relate my ideas to a topic in a sophisticated way ● write an engaging beginning ● write a sophisticated ending ● write fiction that follows a well developed story framework with logical sequencing of ideas that are clearly connected ● write sophisticated non-fiction that is with an opening sentence that clearly introduces the topic. Text includes vivid description and sophisticated text features
Conventions ● spelling (word patterns/ families, creative-kid spelling) ● grammar ○ (e.g., "Their bike is new." and "The book is hers.") ● punctuation (.?) ● capitalization (sentence beginnings/names/pronouns) ● printing		● attempt to use some accurate spelling patterns ● attempt to use conventional spelling of previously taught words with common spelling patterns, and practiced complex words ● attempt to use some grammar conventions ● attempt to use pronouns accurately ● attempt to use a common homophone ● attempt to use ending punctuation ● attempt to use upper/lowercase letters ● attempt to print with accurate letter formation ● attempt to include spaces between my words ● attempt to revise/edit my work	● use some accurate spelling patterns ● sometimes use conventional spelling of previously taught words with common spelling patterns, and practiced complex words ● use some conventions of grammar ● use some pronouns accurately ● begin to use some common homophones; may be accurate ● use some common end punctuation ● use some accurate capitalization for the beginning of sentences and proper nouns ● print some words legibly by forming upper- and lower-case letters, sometimes using appropriate strokes, directionality, and size ● sometimes use spaces between words ● revise/edit some of my work by re-reading to identify errors, correct simple punctuation or capitalization, when prompted by teacher	● increase accuracy with spelling patterns, may begin to recognize exceptions to the rules ● use conventional spelling of previously taught words with common spelling patterns, and practiced complex words ● write with near-accurate grammar ● use pronouns accurately ● begin to understand and use common homophones ● mostly use common end punctuation (periods, exclamation marks, question marks) to change the tone or emphasis ● apply capitalization rules for the beginning of sentences and proper nouns ● print my words legibly by forming upper- and lower-case letters conventionally with growing automaticity, using appropriate strokes, directionality, and size ● include spaces between my words ● show evidence of revising/editing by re-reading to identify errors, correct simple punctuation and capitalization, when prompted by teacher	● use spelling patterns accurately and can recognize exceptions to the rules ● write with accurate grammar conventions ● understand and use a variety of homophones ● use various forms of punctuation to change the tone or emphasis ● use accurate capitalization ● print all words legibly by forming upper- and lower-case letters conventionally with automaticity, using appropriate strokes, directionality, and size ● take initiative to revise and edit my work by re-reading to identify errors, correct simple punctuation and capitalization

Spelling Checklist	☐ Schwa sound in unstressed syllables (e.g., ’a’ in “balloon”) ☐ Advanced graphemes (e.g.,trigraphs like /tch/ in “fetch” and /dge/ in “dodge”) ☐ Silent consonants in words (e.g.,silent ‘k’ in "knight," silent ‘w’ in "wrist") ☐ Suffixes and Prefixes (e.g.,‘-e’, ‘-es’, ‘-y’, ‘-ness’, ‘un-‘, ‘re-‘, ‘dis-‘, ‘in-‘) ☐ Trigraphs (e.g.,‘igh’ in "high," ‘tch’ in "fetch") ☐ Comparative endings (e.g.,-er, -est)