Grade Two Quick Scale Writing From Experience

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| **Aspect**  | **Emerging** | **Developing**  | **Proficient** | **Extending** |
| SNAPSHOT  | The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.  | The writing offers some logical ideas and reactions, but connections are not always clear. May be difficult to follow in places.  | The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.  | The writing has a clear topic and focus, with related supporting details, reasons, or examples.  |
| MEANING • ideas and information • use of detail  | • topic may be hard to determine • often very short • little logical detail or description  | • some connections to experiences, dislikes, likes • offers some ideas and opinions • some details; often irrelevant or repetitious  | • makes connections to personal experiences, likes and dislikes • a series of loosely related ideas and opinions • some relevant details or examples  | • offers opinions and observations with some development • sense of purpose; ideas are related and often focus on a central theme • relevant details, reasons, or examples  |
| STYLE • clarity, variety, and impact of language  | • language is often unclear; may make errors in word choice • relies on short, simple sentence frames that have been provided  | • simple, basic language; often repetitive • tends to rely on short, simple sentences or one or more long, rambling sentences  | • conversational language; may include some description • some variety in sentence length; often short and abrupt; some long and run-on  | • simple descriptive language; some variety • beginning to show some control of sentence structure; some variety in length and pattern  |
| FORM • beginning • sequence • connecting words  | • topic is not clear • sequence is illogical • omits connecting words  | • often has no beginning (starts in the middle) • may ramble without clear sequence or connections • seldom uses connecting words  | • opening sentence may signal the topic • ideas are loosely connected, often by time (e.g., same day) • repeats a few simple connecting words  | • a title or opening sentence signals the topic (or time period—e.g., “yesterday”) • logically sequenced and connected • beginning to use a variety of connecting words  |
| CONVENTIONS • complete sentences • spelling • capitals • punctuation • grammar  | • errors make the writing difficult to read • not written in sentences • may omit letters and sounds • often omits or uses punctuation and capital letters inconsistently • frequent errors in pronouns and verbs  | • frequent errors may interfere with meaning in places • some complete sentences • frequent spelling errors (but all sounds are represented) • inconsistent use of capitals and punctuation • some errors in pronouns and verbs  | • several errors, but these do not obscure meaning • most sentences are complete • most common words are spelled correctly •occasional errors in end punctuation; uses capital letters for names, places, first word in sentence • most pronouns and verb forms are correct  | • may include errors (particularly in more complex language); these do not affect meaning • written in complete sentences • most spelling is correct • uses capital letters and end punctuation correctly • uses correct pronouns and verb forms; may make occasional errors  |