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 |