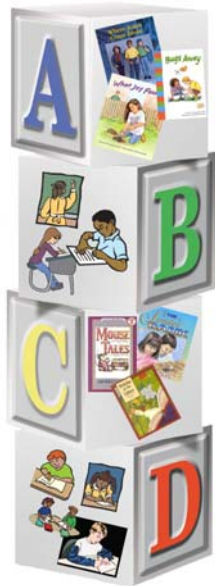


Reading and Writing Performance Standards



By the end of
Grade 2



*An Initiative of the
Quality Learning Agenda*

New  Brunswick

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Introduction to Reading and Writing Performance Standards

The K-2 Literacy Initiative represents one of the major goals of the *Quality Learning Agenda* which is to ensure all children can read at an appropriate level by the end of grade two. In support of this initiative, performance standards were developed for reading and writing to indicate what students should be able to achieve independently by the end of grade two. The reading and writing standards describe two levels of performance – appropriate and strong – and are based on outcomes described in the *English Language Arts Curriculum K-3*. Once the performance standards were drafted, they were shared widely with teachers, particularly those responsible for grade two, administrators and supervisors for feedback. Modifications were made based on input received. Most teachers indicated it was unnecessary to describe a level of performance for experiencing difficulty when both appropriate and strong performances are clearly defined. Furthermore, they noted the range in performance typically considered experiencing difficulty is often so broad it is difficult to describe it accurately with a specific set of characteristics.

The reading performance standards described for the end of grade two, contain three factors each of which must be considered when determining a child's overall performance – text features (the level of text difficulty), reading strategies, and level of comprehension including types of responses. For example, if a child is able to read texts similar to those described under strong performance but his or her comprehension is more like that described in appropriate performance, the child's overall reading performance would be assessed as appropriate performance.

Currently, there is only the one-page description of reading performance standards. Eventually exemplars of student reading performance will be circulated to include within this document. Exemplars will include oral retellings which have been transcribed and written responses to given questions, both of which will be identified as appropriate or strong performance. Teachers are encouraged to use the reading standards in conjunction with assessment resources such as the *Atlantic Canada Reading Assessment Resource K-3* which includes a number of levelled reading texts, as well as related comprehension questions which can be used during oral retellings or reading conferences or for student response in writing.

The writing performance standards describe what students must be able to demonstrate independently in writing by the end of grade two. Independently means the teacher is not to assist a student with his or her writing in such ways as brainstorming a topic, conferencing for revisions or suggesting necessary edits. Teachers are able to remind students in a general way to use any tools they have used previously when completing writing (e.g., word wall, graphic organizers, picture dictionaries, or charts on different forms of writing). When assessing with the performance standard, the goal is to determine what students can do independently without specific intervention by the teacher or a classmate.

The writing performance standards for the end of grade two contain five features/traits each of which must be considered when assessing a child's writing performance – content, organization, word choice, sentence structure, and conventions. The grade two writing criteria contained in Appendix 5 of the *English Language Arts Curriculum K-3* certainly refer to these features/traits but do not describe in detail the level of performance which is expected in each to achieve an overall performance level. Teachers felt it was preferable to be more specific with the features/traits as this offers greater guidance and thus ultimately more consistency when assessing student writing.

Five exemplars of student writing are included for both of the defined performance standards – appropriate and strong. The samples were chosen from student writing submitted by teachers in June 2003 as part of the grade two literacy assessment. The samples reflect writing completed independently by students. There are several samples for appropriate and strong performance to illustrate the range of

writing possible within each level. A rationale is included for each piece of writing, outlining why it was assessed as appropriate or strong.

The writing performance standards include a description of the type of performance a student needs to demonstrate with respect to each of the features/traits to achieve an overall performance of appropriate or strong. A student must demonstrate the level of performance described for each of the features/traits (i.e., a general synthesis of the bulleted descriptors) to achieve an overall performance of appropriate or strong. In the past, when using the writing criteria in Appendix 5 of the *English Language Arts Curriculum K-3*, teachers sometimes assessed a child's achievement in writing as acceptable if he or she demonstrated control of four of the six descriptors of writing performance. With the writing standards described in this document, it has been agreed that students need to demonstrate the level of performance described for all five features/traits.

As with the reading performance standards, a child may exceed the performance described for one or two of the features/traits described under appropriate performance and still achieve appropriate performance as an overall assessment of his or her writing. For example, in *Going To Toronto*, a sample assessed as appropriate performance, the student's writing tends to exceed the level of development described for conventions, particularly with respect to spelling. The writing does not exceed the level of development described for the other features/traits and thus is assessed overall as appropriate performance. A child may demonstrate the level of performance described as appropriate for four out of the five features/traits but not show appropriate performance with respect to the fifth feature/trait and consequently be rated as experiencing difficulty. The goal is to help students develop skill with respect to all the features/traits of writing as each is important and contributes to quality writing.

Descriptions of narrative/imaginative writing and informational text are included under organization in the writing performance standards. The writing criteria in Appendix 5 of the *English Language Arts Curriculum K-3* tend to focus on narrative/imaginative writing. In view of the curriculum outcomes and what is known about the importance of giving students the opportunity to write in a range of forms, it was decided to include characteristics of the range of forms of writing. It is important to note some descriptors begin with *may*, *usually* or *often* and therefore are not required to achieve the level of performance. For example, a narrative does not have to include dialogue to be assessed at an appropriate level. Alternatively, a narrative is to have a beginning, middle and end (although ending may be abrupt) to be considered at the appropriate level.

It was also agreed students did not have to demonstrate a sense of voice in their writing to achieve either acceptable or strong performance. This is not to say teachers should not discuss voice or model how it can be achieved in writing with students at this level. Clearly it is hoped that both will occur but voice is not included as one of the required features/traits. It will be included in the writing performance standards defined for students in grade three and above.

As teachers work with the standards of performance there will undoubtedly be questions and points requiring clarification. It is through working together, sharing strategies and discussions we will arrive at consistency in the application of the performance standards. Helping students and parents to understand the performance standards is an equally important goal.

Reading Performance Standards – End of Grade Two

Appropriate Performance	Strong Performance
<p>Text Features Students read independently and understand a variety of texts that include</p> <ul style="list-style-type: none"> • both fiction and information • long stretches of simple, straightforward text; most information is gained from the words, illustrations support and extend the text • print with clear spaces between words and lines <p>Fiction</p> <ul style="list-style-type: none"> - stories that have multiple events related to a single plot - stories in which the plot is generally predictable -- an easily recognized beginning, middle and end - stories in which characters behave in predictable ways, allowing simple inferences to be made about their actions and feelings - chapter books, in which the chapters tend to be relatively short. <p>Information Texts</p> <ul style="list-style-type: none"> - information texts that may contain subheadings which aid in comprehension - information texts in which additional information is conveyed through pictures, captions, and basic charts/diagrams - information texts in which ideas are explicit; usually written in short paragraphs with a clear topic sentence <p>Strategies Students</p> <ul style="list-style-type: none"> • monitor their reading and self-correct when reading does not make sense, sound right and look right • combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words • recognize an increasing variety of sight words • read passage smoothly and in phrases with expression (fluency); hesitation may occur with unfamiliar words. <p>Comprehension and Responses Students</p> <ul style="list-style-type: none"> • demonstrate an overall understanding of characters, main events, ideas and feelings • can generally identify main idea of a text • respond accurately to most literal questions or comprehension tasks that are text specific, including vocabulary-related questions • retell main events in the correct sequence • make simple inferences about a character’s feelings as well as story events, giving some supporting detail in their answers or explanations • use key facts from information texts to make basic predictions or interpretations • begin to apply information gained from text to new situations • make obvious connections between text and prior knowledge and personal experience • express and begin to support preferences for, and opinions about texts 	<p>Text Features Students read independently and understand a variety of texts that include</p> <ul style="list-style-type: none"> • both fiction and information with a greater range of genres • long stretches of text with increasing amounts of text per page; more print than illustrations • more complex language structures including some figurative language and sophisticated vocabulary • smaller print with narrower word spacing • greater variety of tenses <p>Fiction</p> <ul style="list-style-type: none"> - stories that have multiple events and more complex plots - stories that are more involved and include subtleties in plot and characters’ actions - stories in which character development is a greater focus - chapter books with longer chapters that require sustained reading over a period of time <p>Information Texts</p> <ul style="list-style-type: none"> - information texts that contain subheadings, illustrations, charts and detailed diagrams to aid in comprehension - information texts in which more sophisticated and subject-specific vocabulary is introduced - information texts in which ideas are explored in greater depth and with more details <p>Strategies Students</p> <ul style="list-style-type: none"> • monitor their reading and self-correct efficiently when reading does not make sense, sound right and look right • automatically combine context clues, word/language structure, and phonics to decode unknown and unfamiliar words • recognize a wide range of sight words • read fluently with appropriate intonation and/or expression; occasional hesitation may occur. <p>Comprehension and Responses Students</p> <ul style="list-style-type: none"> • demonstrate a thorough understanding of characters, main events, ideas and feelings • identify main idea of a text • respond accurately to almost all literal questions or comprehension tasks that are text specific, including vocabulary-related questions • can provide a detailed, accurate retelling • make more sophisticated inferences about a character’s feelings as well as story events, providing relevant details in their answers or explanations • use facts and supporting details from information texts to make predictions and interpretations • apply information gained from text to new situations • make connections between text and prior knowledge and personal experience • express and support preferences for, and opinions about texts

Students who demonstrate appropriate performance read texts at level K or slightly higher (L, M).

Students who demonstrate strong performance read texts at level M or above.

Writing Performance Standards – End of Grade Two

Appropriate Performance Students	Strong Performance Students
<p>Content</p> <ul style="list-style-type: none"> • include ideas or events related to a topic; may wander off topic and include a few unrelated ideas or events • include some details to make the writing clearer; details or pieces of information may not always be relevant and there may be some gaps in details or information <p>Organization</p> <ul style="list-style-type: none"> • use simple connecting words (e.g., and, then, so) to link ideas • present ideas/information in a sequence that can be followed <p>Narrative/imaginative writing</p> <ul style="list-style-type: none"> - has a beginning, middle and end; ending may be abrupt - usually identifies the characters and problem at the beginning of the story, but tends to be brief - may include dialogue - may be modeled on stories read, heard or viewed, or based on personal experiences <p>Information text</p> <ul style="list-style-type: none"> - opening introduces the topic; the closing or concluding statement may be omitted or abrupt - shows some awareness of form (e.g., recount, basic instructions, report) - includes some details; these usually relate to obvious aspects of the topic (e.g., physical characteristics, basic procedures, simple chronology, quantities) <p>Word Choice</p> <ul style="list-style-type: none"> • may include a few strong word choices; majority of word choices is ordinary with some repetition of words <p>Sentence Structure</p> <ul style="list-style-type: none"> • use mostly simple sentence structure; many sentences are complete • include a few longer sentences and/or sentences that begin in different ways <p>Conventions</p> <ul style="list-style-type: none"> • use correct end punctuation (e.g., periods, question marks) in many sentences; may attempt exclamation marks • use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in many cases; may capitalize some words unnecessarily • spell many high frequency words correctly; attempt to spell longer, more complex words using phonetic approximations • use many basic pronouns and verbs correctly; may make some errors (e.g., She maked a cake.) 	<p>Content</p> <ul style="list-style-type: none"> • include a series of ideas or events related to a topic; maintain focus on the topic • include relevant details or information to expand on the topic or support the main idea <p>Organization</p> <ul style="list-style-type: none"> • link ideas in a variety of ways, creating some flow to the writing • present ideas/information in a logical sequence <p>Narrative/imaginative writing</p> <ul style="list-style-type: none"> - has a good beginning, a logical middle and an ending - identifies the characters and problem within the story - often includes dialogue - shows the student takes risks in the creation and expression of ideas <p>Information text</p> <ul style="list-style-type: none"> - opening introduces the topic; the closing or concluding statement is evident (where appropriate to the form) - uses appropriate forms (e.g., recount, simple instructions, report) - includes relevant details and expands upon some of these <p>Word Choice</p> <ul style="list-style-type: none"> • include a few strong word choices appropriate to the purpose, with limited repetition of words <p>Sentence Structure</p> <ul style="list-style-type: none"> • include some sentences of different lengths and sentences that begin in different ways • attempt more complex sentence structures; most sentences are complete <p>Conventions</p> <ul style="list-style-type: none"> • use mostly correct end punctuation (e.g., periods, question marks; attempt exclamation marks; begin to use commas, apostrophes and quotation marks but not always correctly • use capital letters for proper names (e.g., people, days of the week, months, familiar place names), first word in sentences, and pronoun “I”, in most cases; may capitalize a few words unnecessarily • spell most high frequency words correctly; spell longer, more complex words using phonetic approximations • use most basic pronouns and verbs correctly; may make a few errors

Voice is not included in the performance standards as a necessary trait for grade two students, but should be nurtured through modeling and positive comments. It will be assessed at grade three and beyond.

Example of Appropriate Performance – Grade 2 Writing

Going To Toronto

My family and I are going to Toronto this summer. So we have to pack up. Once we finish we put it in the car. We start driving to the airport. Finly we are at the airport. My mom got the tickits for the plane. We get on the plane and give our tickits to the man. We went to find our seats. We sit in our seats and the plane took off. I was a long flight there. The plane finly landed. Then we got off the plane. We were going to Toronto to visit my cousins. My cousins met us at the airport. They drove us to their house. We started to on pack. We stayed there for one week.

Example of Appropriate Performance – Grade 2 Writing

We went swimming in the back yard
pool and we went swinging on their
tire swing. We played in their tree
house. We played at the water park
in Toronto. We went to Chucky Chees
We had lots of fun at Toronto,

Rationale for Assessment of Writing

Going to Toronto – Appropriate Performance

Content

- includes events related to the topic - trip to Toronto (e.g., packing, going to the airport, getting the tickets, arriving at the airport)
- includes a few supporting details (e.g., purpose of the trip – going to visit my cousin, “We stayed there for one week.”; what we did in Toronto – swimming, swinging, playing)

Organization

- uses simple connecting words, such as *and*, *then*, and *so* to connect ideas (e.g., “We get on the plane *and* give our tickets to the man.”, “We sit in our seats *and* the plane took off.”, “*Then* we got off the plane.”, “My family and I are going to Toronto this summer *So* we have to pack up.”)
- the beginning, middle, and ending of the retelling are apparent:
 - beginning – “My family and I are going to Toronto.”
 - middle – supporting sentences about the airplane trip and what happened in Toronto
 - end – “We had lots of fun at Toronto.”
- non-fiction narrative based on personal experience

Word Choice

- uses mainly common place vocabulary; one place in which the writer attempts to select words to create strong images or enhance detail (e.g., “I was a *long* flight there. The plane *finly* landed.”)

Sentence Structure

- uses predominantly simple sentences; includes a couple of longer, compound sentences
- repeats the sentence structure – “We ... (then action)”, particularly in the latter half of the piece of writing

Conventions

- uses a period, as end punctuation, correctly in many places
- spells high frequency words correctly, as well as a number of other words
- attempts to spell unfamiliar words correctly (e.g., “cusins”, “tickits”, and “finly”)
- mixes verb tenses in some sentences
- uses capital letters well (e.g., “Toronto” and “Chucky Chees”)

Example of Appropriate Performance – Grade 2 Writing

Last Summer's fun

Once in the summer, Tabor and Stephney and I went to magic mountain. We watched Tabor go down the cornicosey. He was scared but he did it! Then we went to get something to eat. We got popcorn. Then we went to the froggy water slide. That was fun too. Then we went to the pool with the waves and then went home. Then the next day we went to cristel palase and we went on the jumpping stars and all the rides. Then we went home so Tabor could drive my dirtbike. So he got on but then he crashed! and we still have the mark on the garage and that was last summer!

Rationale for Assessment of Writing

Last Summer's fun – Appropriate Performance

Content

- describes events which occurred over a couple of day during the summer while at Magic Mountain and Crystal Palace
- includes a few supporting details about a couple of the events (e.g., “He was scared but he did it.”, “We got popcorn.”, “That was fun too.”)

Organization

- uses simple connecting words to link ideas, particularly the word *then* (e.g., “*Then* we went to get something to eat.”, “*Then* we went to the froggy water slide.”, “Then we went home so Talor could drive my dirtbike.”); also uses *and* to connect ideas. (e.g., “Then the next day we went to cristel palase *and* we went on the jumping stars *and* all the rides.”)
- opening sentence introduces the topic – “Once in the summer ...”
- ending is abrupt – “and that was last summer!”
- characters are identified (Talor, Stephney and I)
- non-fiction narrative based on personal experience

Word Choice

- uses most familiar vocabulary; little descriptive vocabulary or choice of words to create images
- use of the word “crashed” helps the reader imagine what happened

Sentence Structure

- uses mostly simple sentence structure; many sentences are complete
- introduces the opening sentence in a different way -- Once in the summer,”

Conventions

- uses end punctuation well; use of exclamation mark appropriate to the piece of writing
- capitalizes “I” and the first word of sentences consistently; not as secure about decisions to capitalize place names
- spells most high frequency words correctly; good phonetic approximations: “comicosey”, “cristel”, “jumping”
- uses pronouns and verbs well, tense is uniform – “watched”, “was scared”, “went”

Example of Appropriate Performance – Grade 2 Writing

One night my friend Bob had a sleep over at my house. When me and Bob went to sleep we heard a freaky noise. We went to find the noise it was a scary job. We looked for a long time, but we were hungry so we had a snack.

After the snack we started looking in the house, but we had no luck so we called the police but the freaky noise answered the phone.

We slammed the phone and ran to the police station. When we opened the door the police were there. We went home but then a monster was in the yard. We ran as fast as we could. We and the monster had a mask he took it off and it was my dad!

Rationale for Assessment of Writing

One night my friend Bob... – Appropriate Performance

Content

- includes a series of ideas related to the topic – scary noise during a sleepover
- includes details about the snack – “We looked for a long time, but we we’re hungry so we had a snack.”—which are a bit off topic

Organization

- employs a few simple connecting words, such as *but* and *so*, sometimes creating run-on sentences; also attempts to use more sophisticated connecting words, such as *when* and *after* to link ideas
- sequence can be followed but events do not “flow”; text may require some rereading to retain comprehension
- evidence of beginning and middle; ending is abrupt – “We and the monster had a mask he took it off and it was my dad!”
- identifies the problem (scary noise) quickly as well as the characters (me and Bob)
- appears to be modeled on something experienced or heard

Word Choice

- word choices are predominantly commonplace, with some strong word choices (e.g., “freaky”, “scary”, and “slamed”)
- repetition of adjective “freaky”, but may be purposeful

Sentence Structure

- uses both simple and more complex sentences; beginning to show proper paragraphing
- has some run-on sentences (e.g., “We went to find the noise it was a scary job.”, “We and the monster had a mask he took it off and it was my dad!”)
- uses mostly complete sentences

Conventions

- shows proper use of end punctuation (use of period and exclamation mark)
- uses capitals for beginning of sentences and proper names
- spells high frequency words correctly (e.g., went, there, and to)
- uses phonetic spellings for some more complex words (e.g., “answered”, and “moster”)
- uses most basic pronouns and verbs correctly; includes a few errors (e.g., “heard”)

Example of Appropriate Performance – Grade 2 Writing

The Bike

ON pine street one day
 a guy named Josh was
 riding his bike. He was
 going up and down the street.
 He was going so fast he
 had to slow down on
 peoplers yard. He turnend
 at Rayman's driveway and
 then he turend at the
 grage and he got as
 far as a dark spot on
 the driveway and fell. when
 he fell the chain came
 off. His mom had to
 put it back on for
 him. Then his chain did-it
 come off for a long

Example of Appropriate Performance – Grade 2 Writing

time. His bike was
all greasy and his
hand were all greasy
too. After he fell.
He had to scrub
all the gease off
with thier facecloth.
When he was done
he wha~~t~~ outside to
ride his bike again.
this time he didnt fall
and his chain didnt
fall off. When he
got done with his bike
he went into the
house to eat popcorn
and wacht tv.

Rationale for Assessment of Writing

The Bike – Appropriate Performance

Content

- describes how and where Josh was riding his bike one day and what happened when the chain came off (e.g., going up and down the street, going so fast, his bike was all greasy)
- gives few details about the events, focuses predominantly on listing the things that happened

Organization

- uses simple connectors, such as “and” as well as “then” to connect ideas (e.g., “He turned at Rayman’s driveway *and then* he turned at the garage *and* he got as far as a dark spot on the driveway and fell.”)
- includes events which are for the most part related to the topic and presented in a logical manner that can be followed; the sentences “His mom had to put it back on for him.” and “Then his chain didn’t come off for a long time.” would have been better placed later in the writing.
- has a clear beginning and middle; ending is abrupt and not related to the overall topic
- identifies problem in the narrative - chain falls off bike
- gives impression the writing is modelled on a personal experience - “dark spot on the driveway”, “had to scrub the grease off with their facecloth”.

Word Choices

- uses predominantly familiar vocabulary; the choice of the word “scrub” to describe cleaning the grease is effective

Sentence Structure

- uses a combination of simple short sentences, with some longer, more complex sentences (e.g., “He was going so fast he had to slow down on people’s yard.”, “When he was done he went outside to ride his bike again.”)
- begins some sentences in different ways, but also repeats some choices

Conventions

- uses mostly correct end punctuation
- capitalizes most words correctly with a few exceptions (e.g., “pine street”, “on”, “this”, “when”; sometimes it is difficult to tell whether a letter is in upper case)
- spells most high frequency words correctly (e.g., “too”, “went”, and “with”)
- attempts to spell more complex words phonetically (e.g., “grage”, “wacht”, and “greasey”)
- uses basic pronouns and verbs correctly (e.g., “one day a guy named Josh was riding his bike”)
- has some errors with pronouns common to this age (e.g., “He had to scrub all the grease off with their facecloth.”)

Example of Appropriate Performance – Grade 2 Writing

The Monster in The
boylerrroom

One day the janader whent in
the boylerrroom. He got ate in by
the monster in there. Oh I for
got to tell you my name, it is Shown.
"I go to Sunny Sret School. I Saw
the janader get ate in in there
The next day shown whent to School.
That day showns class was doing
math."Did you now theres a monster
in the boylerrroom." said shown "yaw
nit" said Holly shown did not like
her. Shown cept doing his math.
he sat beside Holly and Sack.B.
When shown got home his brother

Example of Appropriate Performance – Grade 2 Writing

was watching tv "as you shwll" Said shown.
 His broth was four years old. Shown
 was nine years old he was in
 grad three. Then shown went up
 to his room. then it was time
 for bed 9:00 was his bed time
 on school nights. In the morning
 he biked to school. At recess it
 was indoors because it started to
 rain. Shown peed in the boy let room
 and he saw the monster. It chased
 him. shown ran in the princeabil
 offis and locked the door. prince-
 abil there is a monster chasing
 me. Then mr. Randall the princeabil
 took out his gan and shot the
 monster. shown went back

Example of Appropriate Performance – Grade 2 Writing

to his class and ate his lunch,
and when't out side for ressi,
he played with his friends, when
it was time to go in they
when't home and wached **TV**
for two ouers

Rationale for Assessment of Writing

The Monster in the boiler room – Appropriate Performance

Content

- includes important ideas and events about the monster in the boilerroom, as well as some unrelated information about his brother's and his age (e.g., "His brother was four years old. Shown was nine years old he was in grade three.")
- includes some supporting details (e.g., "In the morning he biked to school. At res it was indoors because it stared to rain. Shown pecd in the boilerroom and he saw the monster.")

Organization

- uses simple connecting words such as *and* and *then* to connect many ideas
- follows a relatively logical sequence using organizational words, such as "One day ...", "The next day ...", "Then ..."
- uses a narrative format and has a beginning, middle and an ending which is somewhat unrelated
- Beginning – introduces the main characters ("janader," monster and Shown) and location (boiler room) as well as the problem (janitor being eaten by the monster)
- Middle – time sequence of following Shown over two days
- End – at the boiler room in the school, monster is shot and Shawn is back to normal activities.
- includes some dialogue (e.g., "Did you now there's a monster in the boiler room". said Shown. "yaw rit" said Holly ...)

Word Choice

- uses predominantly common vocabulary with a couple of strong word choices – "pecd (peeked) in the boiler room"
- includes some descriptive language – "as youshwll (usual)", "he biked to school"

Sentence Structure

- has many complete sentences
- includes variety in sentence length and sentence beginnings

Conventions

- uses the period correctly as end punctuation in many sentences; no use of question mark or exclamation marks
- uses capital letters for proper names – "Shown", "Holly", "Sunny Stret School"
- capitalizes pronoun "I" properly; has some capitals missing at the beginning of sentences
- spells high frequency words correctly except for "when't" (went)
- attempts to spell longer more complex words – "boiler room" (boiler room), "princeabil" (principal), "janader" (janitor), "ouers" (hours)
- uses most basic pronouns correctly – "he got", "his math", "they went"

Example of Strong Performance – Grade 2 Writing

My Advencher

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One day when I woke up I thought it would be fun to go on an advencher. So I got dressed and made my bed and went downstairs. When I was down stairs I ate my breakfast and then went upstairs to pack my bag. I packed a sleeping bag, a teddy bear, a pillow, a toothbrush and some toothpast, three bottles of water, some food and a flashlight, a tent and a camera. Then I went into the garage and got my hiking stick. I tried to find my map but I didn't know where it was. So I went to my bedroom and looked in my closet and my dresser and then I looked underneath my bed and I found it there. Then I went downstairs and out the front door. I wanted to go to a mountain called Giant Mountain. But befor I could start walking I had to find out where it said Giant Mountain on the map. When I saw

Example of Strong Performance – Grade 2 Writing

the words Giant Mountain I started on my way.
I went up a dirt hill. When I was walking up it
I saw a lizard so I took a picture of it.
Then it started to rain. But I forgot to pack an
umbrella so I kept on walking up the dirt hill.
Then I came upon a cave so I went in it.
When it cleared up I started to walk again.
Suddenly I heard something coming from a bush.
It was a little girl. She told me that she wanted
to come with me so I let her. When we got
to Giant Mountain we had a snack then set
up our tent. At night the little girl was scared
so we stayed up all night. In the morning we
had breakfast and took some pictures, packed
my bag and went home and the little girl
became my sister and we lived happily ever
after.

Rationale for Assessment of Writing

My Advencher – Strong Performance

Content

- maintains focus on the “advencher”.
- sequences events chronologically; from one morning to next morning – 24 hours.
- includes details relevant to the time of day (e.g., getting dressed, making breakfast)
- includes details relevant to the type of adventure (e.g., packing things, types of things in backpack)
- carries ideas to logical conclusion (e.g., “At night the little girl was skared so we stayed up all night.” – cause and effect)

Organization

- uses a variety of connecting words (e.g., “then”, “when”, “but”, “so”, and “sudenly”) to connect ideas and events
- has a good beginning, a well-developed middle and an ending
- follows a logical sequence of events – introduction to adventure, loss of map, search until map is found, the adventure, and the happy conclusion.
- develops a well-planned method of acquiring a sister

Word Choice

- includes a few strong word choices and phrases (e.g., “hiking stick”, “dirt hill”, “when it cleared up”, “started on my way”, “came upon a cave ...”) to help the reader picture the events and ideas
- uses descriptive language appropriate to purpose (e.g., “dirt hill” is linked to the character seeing a lizard)

Sentence Structure

- uses complete sentences
- attempts complex sentences (e.g., “But before I could start walking I had to find out where it said Giant Mountain on the map.”)
- includes a mixture of long and short sentences
- uses variety in sentences beginnings (e.g., “In the morning...”, “When I was walking...”, “When it cleared up...”)

Conventions

- spells high frequency words correctly
- uses phonetic approximations for more difficult words (e.g, “advencher”, “pictchure”, “breackfast”)
- is beginning to use commas
- uses correct end punctuation and capitalization
- uses many pronouns correctly as well as verb tense

Example of Strong Performance – Grade 2 Writing

The Dreem that terned
 into a Nightmare (screem)
 One misruble day in Dec.,
 there lived some sisters
 named Marlene, Raquel, Kelsey
 and Marta. Marta was oldest,
 Raquel was youngest. The
 girls lived in a small coutey in
 the south pole, their Dad
 was a travler, their Mom
 was a stay at home Mom.
 Dad was going to the north
 pole. Kelsey, hoo was
 intrested in her fothers job
 wonted to go with her Dad.
 "Can I go too?" asked
 "No, The jerny is too cold, too
 long and too danjrist for a
 child like you," ansered her
 Dad.

Example of Strong Performance – Grade 2 Writing

Then, her mom explained, "Stay home with us, it will not be any fun with out you!" "O.K.," wispered Kelsey in a very disapounted vouce. In know time at all the girls dad was gone, and very quickle he bumped into trouble. There infroft of him, was a big, huge, gigantik beest. The beest started chasing him back at home, Marta thoght that she herd her Dad yell. Then Dad yelled, "help!" "Mom, whats Dad's cell-fone number?" asked Marta. "528-567-8888," said mom. "thanks mom," yelled Marta.

Example of Strong Performance – Grade 2 Writing

So Marta called her father,
 ril, ril, ril: all she heard was
 the sound of a terrifying blizzard.
 Her mom said, "what's going on?"
 "Dad says that he is stuck in
 a blizzard and a big monster
 has him," panicked Marta.
 "Well we'd ~~had~~ better go save
 that big guy" what do you
 mean Mom? go get the girls
 and we will save him." "O.K." said
 Marta. The girls hiked for
 days and days and finally they
 found him, saved him and brought
 the man home, he thanked
 them and kissed them. And
 from that day on, Kelsey never
 wanted to go to the North pole!

Rationale for Assessment of Writing

The Dream that turned into a Nightmare... – Strong Performance

Content

- includes ideas and events related to the topic
- has a definite story line
- sets up the introduction with details about story characters (e.g., “their dad was a traveler and their mom was a stay at home mom”)

Organization

- uses *and* and *so* predominantly to connect ideas, as well as variety in sentence beginnings to create a flow to the piece
- presents story line in a logical sequence.
- opens the story by identifying characters and setting
- has an evident beginning, middle and end (e.g., “Dad was going to the North Pole.”, “...and very quickly he bumped into trouble.”, “...and finally they found him, saved him, and brought the man home...”)
- includes dialogue throughout the piece
- takes risks in creation and expression of ideas (e.g., “tarafing blizered”, “paneked Marta”, “danjrist”)

Word Choice

- uses common vocabulary, mixed with some strong word choices (“paneked”, “tarafing”, “danjrist”, “that big guy”, “who was interested in her father’s job”)
- uses descriptive language (e.g., “tarafing blizered”, “(scream)”, “misruble day”, “whispered Kelsey in a very disappointed voice”)

Sentence Structure

- uses mostly complete sentences, except for one noticeable run-on sentence where meaning is lost
- attempts variety in length and beginnings of sentences (e.g., “Dad was going to the north pole.”, “One misruble day in Dec., there lived some sisters named Marlene, Raquel, Kelsey and Marta.”)

Conventions

- uses mostly correct end punctuation (periods, question marks and exclamation mark)
- attempts to use quotation marks; correct usage for the most part
- uses capital letters for most proper names
- uses capitals in the title of the story inconsistently
- spells most high frequency words correctly
- uses phonetic approximations for more complex words – takes risks (e.g., “danjrist”, “travler”, “misrulbe”, “gigantic”, “beest”, “tarafing”)
- uses verb tenses correctly

Voice (Not assessed at grade 2)

- a strong voice comes through in this piece

Example of Strong Performance – Grade 2 Writing

Dolphin Saves Koolaid!

One windy day on the pacific ocean there were five Kittens and a mother cat. One kitten was named coca, and another, Brownie, Chocolate, Peppermint, Koolaid, and Mary-Anne. Koolaid got pushed off the rock by the wind. "Koolaid!" called there mother, Mary-Anne grabed Koolaid but let go to soon. "Nooooo!" cried there mother. Peppermint hugged her mom. "It's OK, Mommy," she said with tears in her eyes. "She'll get saved." Chocolate was a little mean and Bossy. "Yeah, right," she said grinning. "She'll never survive, Your just saying that to cheer mommy up." "Chocolate!" Brownie and Coco said together. Mean while, Dolphin was pretending to be a super hero. She found Koolaid struggling to get air. She zoomed Koolaid to shore. She thought, "this is my chance to have my birth day party." She went to the rock where the kittens and cat were. She also zoomed them to shore. "Oh, thank you!" they all said together. Even Chocolate was impressed. And Dolphin got her party. The Dolphin lived happily ever after. And the kittens lived meanly ever after. End



Rationale for Assessment of Writing

Dolphin Saves Koolaid – Strong Performance

Content

- includes a series of related events around the experience of a kitten falling into the ocean; the introduction of the birthday party is a bit confusing but the writer manages to take it to a feasible conclusion
- uses relevant supporting details to elaborate on the focus (e.g., kitten consoling its mum “Peppermint hugged her mom...”, dolphin rescued the kitten)

Organization

- has good transition from one idea to another, particularly to the mid-point of the story; “meanwhile” good choice of connecting word
- presents ideas in a logical sequence which is easily followed by the reader

Narrative

- has a good beginning, a logical middle and although a cliché happily-ever-after ending, the author inserts an interesting twist “meawingly ever after”
- identifies the characters and problem within the story and resolves the problem
- uses dialogue effectively to keep the flow of the story moving and to create a sense of the characters’ feelings

Word Choice

- makes some effective word choices (e.g., “grabed”, “hugged”, “survive”, “impressed”) to help the reader comprehend the story
- uses language wisely in several places to help the reader create images (e.g., “with tears in her eyes”, “said grinning”, “strugeling to get air”, “zoomed them to shore”)

Sentence Structure

- ensures sentences are complete and well constructed
- uses some variety in sentence length and sentence beginnings, particularly in the first half of the story

Conventions

- uses capital letters for proper names and for the first word in sentences quite consistently; coca had a small letter at the beginning of the story but was spelled with a capital thereafter
- spells high frequency words correctly; spells many longer, more complex words conventionally and uses strong phonetic approximations for others (e.g., “strugeling”, “inpressed”, “grabed”)
- demonstrates good use of basic pronouns and verbs

Example of Strong Performance – Grade 2 Writing

Sea Horses new friend.

It was a sunny day at the ocean and May a little seahorses had lots of friends but she wanted a new friend. May new just the friend she wanted a human friend. Her mother said noway her new friend would probly eat you. May sat on her coral chair and did a big hut. Later while her parints were asleep May snuk out and began her advencher. Not long ater she left home she was fritnded by a crab that was eating his dinner. May crept closer and closer and bang May was noct out but what noct her out? It was a baby dallfin. "What are you thinking" the crab said. "I'm swimming" said the dallfin. "Well look what you did" oh "I'm so sorry" said the dallfin. "I did not mean to noct her out. Well you did" said the crab. "Well I'm priety sure you no what hapen next. She wockup and went home haply with her new friend. I guess she did not wont a human friend ater all. Well see you on my next story.

Rationale for Assessment of Writing

SeaHorses new friend – Strong Performance

Content

- focuses the events around seahorse making a new friend; does not stray from the topic
- uses relevant supporting details to elaborate on the focus (e.g., identifies the kind of new friend she wants – “a humen friend”; when her parents said no, the author lets you know her feelings – “did a big huf”; when seahorse was frightened by the crab, the author clearly explains how May behaved – “she creped closer, and closer ...”)

Organization

- demonstrates good ability to transition from one idea to another; includes some good choices of connecting phrases (e.g., “Later wile ...”, “Not long after ...”, “... you no what hapen next.”)
- presents ideas in a logical, easy to follow manner

Narrative

- has a good beginning, a brief but logical middle and a relatively strong ending with “I guess she did not want a humen friend after all.”; ending would have been stronger had author omitted “Well see you on my next story.”
- identifies the main problem of the story in the opening and works through to a resolution
- uses dialogue quite effectively in the latter part of the story

Word Choice

- includes some effective word choices (e.g., “snuk”, “advencher”, “fritnded”, “creped” to create images)
- does not include a lot of description of story events but enough to give the author a sense of what is happening

Sentence Structure

- demonstrates a good understanding of basic sentence structure
- attempts to use greater variety in sentence structure and in so doing sometimes creates run-on sentences
- has variety in sentence length and sentence beginnings which enhances the flow of the ideas

Conventions

- uses capital letters for proper names and for first word in sentences consistently; demonstrates a good command of basic end punctuation
- attempts to use quotation marks when including dialogue; good start
- spells most high frequency words correctly; confuses use of *new* and *knew* as well as *no* and *know*
- uses strong phonetic approximations for more complex words (e.g., “advencher” {adventure}, “pairints” {parents}, “fritnded” {frightened})
- shows good use of basic pronouns and verbs; has a few errors with tenses

Example of Strong Performance – Grade 2 Writing

The mystery of
The Stolen Treasure

There once was a man who dug up gold. "I must be dreaming" he said. Just think! My Name as a rich man!" So he made a Treasure chest. Every morning he checked to see if it was still there, it was. But, one warm summer night, he was robbed! Robbed by someone named R.L. Greedy! as soon as he found out what happened he called nine, one, one and informed the police to investigate. They searched the whole city! But, Greedy had an UNDERGROUND HIDEOUT!!! The hideout was in the middle of the city. He was counting the gold when his radio said: "There is a missing treasure somewhere in the city." Meanwhile, at the surface of the earth, the police had found a treasure detector!

They searched the city with it. When they got to the middle of the city (in the tallest building there.) The detector started to beep!!! The police looked down, the detector was over a loose floor tile! They couldn't budge it. The man who is named Mr. Wilson found a button that said: "Open" he pressed it. Suddenly, the tile floated up to the ceiling, just like a magnet and metal. In the hole was a staircase and a sign that said: Randall Lurking Greedy's hideout. "looks like we found out who our robber's name is." Said officer Mackay. Then they heard a voice saying "five hundred pieces five hundred..... zzzzzz. Greedy had fallen asleep! And his security cameras were on, but there were no security-

guards, only security screens. The police and Mr. Wilson dragged Greedy to the R.C.M.P. police car and the gold into Mr. Wilson's car trunk. "That was a two day investigation" said Sargent O'Donnell. "Good bye Mr. Wilson" said the R.C.M.P. crew. And that's the story of the stolen treasure.

Rationale for Assessment of Writing

The Mystery of The Stolen Treasure – Strong Performance

Content

- includes a series of events around a treasure chest being stolen and eventually recovered; maintains focus throughout the piece
- uses some relevant supporting details to elaborate on ideas and events (e.g., “The hideout was in the middle of the city.”; “When they got to the middle of the city (in the tallest building there.)”; “... Just like a magnet and metal”)

Organization

- is able to move from one event to another relatively smoothly; presents events in a logical sequence for the reader to follow
- uses a range of connecting words – when, suddenly, meanwhile, and, then, so

Narrative

- has a good beginning, a well-developed and logical middle, and an abrupt ending
- identifies the characters (does not give Mr. Wilson’s name until the midpoint of the story) and the problem of the story; works through to a resolution
- uses dialogue effectively throughout the piece

Word Choice

- includes some strong word choices to help the reader create images in his or her mind (e.g., “informed”, “investagate”, “budge”, “draged”)
- chooses some effective descriptions (e.g., “... floated up to the celing, Just like a magnet and metal”, “... one warm summer night, ... ”)

Sentence Structure

- handles basic sentence structure well; attempts more complex sentences and in so doing sometimes creates run-on or incomplete sentences
- has variety in sentence length and sentence beginnings

Conventions

- uses capital letters for proper names effectively and for the first word in most sentences
- uses a period as end punctuation well; a little overuse of the exclamation mark
- attempts to use quotation marks when including dialogue as well as commas
- spells high frequency words correctly and many longer, more complex words
- uses phonetic approximations for some complex words (e.g., “investigate”, “robed”, “draged”, “UNDERGROND”, “celing”)
- shows good use of basic pronouns, verbs and verb tenses