

## Quick Scale: Grade 2 Personal Writing

The Quick Scale is a summary of the Rating Scale that follows. Both describe student achievement in March–April of the school year. Personal writing is usually expected to be checked for errors but not revised or edited.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)	Fully Meets Expectations	Exceeds Expectations
<b>SNAPSHOT</b>	<i>The writing may be an attempt to recount experiences or ideas, but problems with logic, organization, and conventions obscure meaning. Often very short.</i>	<i>The writing offers some logical ideas and reactions, but connections are not always clear. May be difficult to follow in places.</i>	<i>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</i>	<i>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</i>
<b>MEANING</b> • ideas and information • use of detail	<ul style="list-style-type: none"> <li>• topic may be hard to determine</li> <li>• often very short</li> <li>• little logical detail or description</li> </ul>	<ul style="list-style-type: none"> <li>• some connections to experiences, dislikes, likes</li> <li>• offers some ideas and opinions</li> <li>• some details; often irrelevant or repetitious</li> </ul>	<ul style="list-style-type: none"> <li>• makes connections to personal experiences, likes and dislikes</li> <li>• a series of loosely related ideas and opinions</li> <li>• some relevant details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• offers opinions and observations with some development</li> <li>• sense of purpose; ideas are related and often focus on a central theme</li> <li>• relevant details, reasons, or examples</li> </ul>
<b>STYLE</b> • clarity, variety, and impact of language	<ul style="list-style-type: none"> <li>• language is often unclear; may make errors in word choice</li> <li>• relies on short, simple sentence frames that have been provided</li> </ul>	<ul style="list-style-type: none"> <li>• simple, basic language; often repetitive</li> <li>• tends to rely on short, simple sentences or one or more long, rambling sentences</li> </ul>	<ul style="list-style-type: none"> <li>• conversational language; may include some description</li> <li>• some variety in sentence length; often short and abrupt; some long and run-on</li> </ul>	<ul style="list-style-type: none"> <li>• simple descriptive language; some variety</li> <li>• beginning to show some control of sentence structure; some variety in length and pattern</li> </ul>
<b>FORM</b> • beginning • sequence • connecting words	<ul style="list-style-type: none"> <li>• topic is not clear</li> <li>• sequence is illogical</li> <li>• omits connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• often has no beginning (starts in the middle)</li> <li>• may ramble without clear sequence or connections</li> <li>• seldom uses connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• opening sentence may signal the topic</li> <li>• ideas are loosely connected, often by time (e.g., same day)</li> <li>• repeats a few simple connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• a title or opening sentence signals the topic (or time period—e.g., “yesterday”)</li> <li>• logically sequenced and connected</li> <li>• beginning to use a variety of connecting words</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> <li>• errors make the writing difficult to read</li> <li>• not written in sentences</li> <li>• may omit letters and sounds</li> <li>• often omits or uses punctuation and capital letters inconsistently</li> <li>• frequent errors in pronouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>• frequent errors may interfere with meaning in places</li> <li>• some complete sentences</li> <li>• frequent spelling errors (but all sounds are represented)</li> <li>• inconsistent use of capitals and punctuation</li> <li>• some errors in pronouns and verbs</li> </ul>	<ul style="list-style-type: none"> <li>• several errors, but these do not obscure meaning</li> <li>• most sentences are complete</li> <li>• most common words are spelled correctly</li> <li>• occasional errors in end punctuation; uses capital letters for names, places, first word in sentence</li> <li>• most pronouns and verb forms are correct</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors (particularly in more complex language); these do not affect meaning</li> <li>• written in complete sentences</li> <li>• most spelling is correct</li> <li>• uses capital letters and end punctuation correctly</li> <li>• uses correct pronouns and verb forms; may make occasional errors</li> </ul>