

**To PIE parents, regarding the B.C. Writing Performance Standards Package:**

The papers you have just received make up a package that shows parents and students what the B.C. education system's expectations of a student's writing ability are for the end of the year at your child's grade level. Our goal is to provide a step-by-step overview of the expected development in your child's **personal writing** from the beginning of a school year to the end of the year, using the rating scale and the progression from 'not yet meeting expectations' to 'fully meeting expectations.' We believe that this package will be of benefit to you in assessing your child's learning, and guiding each of them in improving their pre-writing and writing strategies and abilities. Our first priority is to improve student learning.

The BC performance standards describe levels of achievement in key areas of learning. The performance standards answer the questions: "*How good is good enough? What does it look like when a student's work has met the expectations at this grade level?*" We divide the expectations for writing for each grade level into four categories (which are probably familiar to you from the report card format that we use): not yet meeting expectations, meeting expectations at a minimal level, fully meeting expectations, and exceeding expectations. In the package we've given you, you will find an explanation of what each of those categories means in the areas of meaning (what the piece of writing is about), style (how language is used), form (following the models of writing) and conventions (following the rules of writing).

Each package also includes a writing sample that gives an example of what a student's writing might look like in each of the four categories of expectations, including some general observations on why each sample fits into that category. These are intended to be helpful in assessing your own child's writing, and in giving direction to you as parents in guiding each of them to improve their writing skills.

Some ways that B.C. performance standards can be useful are:

- They provide feedback to students about their writing;
- They support self-assessment by each child;
- They provide a consistent standard of assessment among teachers, students and parents;
- They document evidence of student growth from the beginning of the year to the end;
- They provide examples teachers and students can refer to.

Some practical suggestions for using these performance standards are:

- Using the rating scale as a checklist with your child to keep track of improvement and growth;
- Using the rating scale with your child(ren)'s teacher at each reporting period to help in assessing your child's progress in writing;
- Using the writing samples provided to help you in evaluating your child(ren)'s own work in order to challenge them and focus on specific learning goals in writing.

We are looking forward to using these performance standards as a shared tool with you to encourage writing skills, to make reporting on writing more meaningful, and to engage your children in assessing their own writing and improving the quality of their personal writing. Please let us know if you have any questions – as partners in education we are truly committed to working with you in encouraging each child's full potential, and we know that this is an excellent way to do that.

## Writing GRADE 2

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# Personal Writing

**S**tudents are frequently asked to write about their thoughts, feelings, and opinions in reaction to current issues, materials they have read or viewed, or their own experiences.

In Grade 2, students often write journal entries, record their responses to reading and viewing, offer views on current issues, and share their experiences. In some cases, these pieces of writing are eventually crafted for an audience; however, most often, they are not revised and edited, and the audience is the teacher or the student himself or herself.

## Key Qualities

The following is a summary of the key qualities of each aspect of personal, impromptu writing in Grade 2. The *Quick Scale* and *Rating Scale* provide more details regarding specific criteria related to these key qualities.

### MEANING

- comes from thoughts, feelings, opinions, memories, and reflections

### STYLE

- is generally reflective
- demonstrates clarity and some variety in language, but has not been revised or edited

### FORM

- begins with a clear introduction and follows a logical sequence
- ideas are connected, although the writing reflects a “stream of consciousness”

### CONVENTIONS

- follows standard conventions for basic spelling, punctuation, and sentence structure.

## Prescribed Learning Outcomes

The BC performance standards for Grade 2 personal, impromptu writing reflect the following prescribed learning outcomes from Grade 2 of the English Language Arts K to 7 Integrated Resource Package. Using the writing performance standards in a comprehensive way will provide teachers with many opportunities to assess these learning outcomes.

### PURPOSES (WRITING)

It is expected that students will:

- create **personal writing** and representations that express connections to personal experiences, ideas, likes, and dislikes [C1]

### STRATEGIES (WRITING)

*[C4-6] Addressing these learning outcomes helps students in using strategies to develop their writing, but the Writing Performance Standards describe the product not the processes used.*

### THINKING (WRITING)

It is expected that students will:

- use writing and representing to express personal responses and opinions about experiences or texts [C7]
- use writing and representing to extend thinking by presenting new understandings in a variety of forms (e.g., comic strip, poem, skit, graphic organizer) [C8]

### FEATURES (WRITING)

It is expected that students will:

- use some features and conventions of language to express meaning in their writing and representing [C10]

## 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>

## Rating Scale: Grade 2 Personal Writing

Student achievement in personal writing by March–April of Grade 2 can generally be described as shown in this scale.

Aspect	Not Yet Within Expectations	Meets Expectations (Minimal Level)
<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 reaction, but connections are not always clear. May be difficult to follow in places.</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>• makes some connections to personal experiences (usually recent events), likes and dislikes; tends to be very general (often short)</li> <li>• offers some ideas and opinions, but the connections may be illogical in places</li> <li>• includes some details; these are often irrelevant or repetitious (and confusing)</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>• may rely on short, simple sentence frames that have been provided by the teacher</li> <li>• uses pronouns inappropriately, often shifting from “I” to “he/she,” leaving the reader confused</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 sentence</li> <li>• overuses pronouns</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; sentences and ideas appear to be random and unrelated</li> <li>• does not use connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• often has no beginning (starts in the middle)</li> <li>• tends to ramble without clear sequence or connections (may be hard to follow in places)</li> <li>• seldom uses connecting words</li> </ul>
<b>CONVENTIONS</b> • complete sentences • spelling • capitals • punctuation • grammar	<ul style="list-style-type: none"> <li>• repeated serious errors in basic language may make all or part of the writing difficult to read</li> <li>• not written in sentences; may be one long string of words and ideas or may incorporate several fragments</li> <li>• frequent serious spelling errors in basic vocabulary; some words may be difficult to figure out (may omit letters and sounds)</li> <li>• often omits punctuation and capital letters or uses them inappropriately and inconsistently</li> <li>• frequent errors in pronouns and verb endings (e.g., “The dogs is barking.”)</li> </ul>	<ul style="list-style-type: none"> <li>• frequent errors may interfere with the intended meaning in places (parts may be hard to figure out)</li> <li>• some sentences are complete</li> <li>• frequent spelling errors; when words are spelled phonetically, all sounds are represented; often forms plurals and past-tense incorrectly (e.g., “d” for “ed”) and confuses common sight words (e.g., now/know; their/there; were/where)</li> <li>• inconsistent punctuation and capitalization</li> <li>• some basic errors in pronouns and verb endings (e.g., “I knowed it was you.”)</li> </ul>

The rating scale may require adaptation when used for different purposes and tasks.

Fully Meets Expectations	Exceeds Expectations
<p><i>The writing is clear and easy to follow. It offers a series of loosely connected ideas and experiences with some detail.</i></p>	<p><i>The writing has a clear topic and focus, with related supporting details, reasons, or examples.</i></p>
<ul style="list-style-type: none"> <li>• makes connections to personal experiences (usually recent events), likes and dislikes</li> <li>• generally offers a series of loosely related ideas and opinions (rather than developing one central idea)</li> <li>• includes some relevant details or examples</li> </ul>	<ul style="list-style-type: none"> <li>• offers opinions and observations about personal experiences with some development</li> <li>• shows a sense of purpose; ideas are related and often focus on a central theme</li> <li>• includes relevant details, reasons, or examples</li> </ul>
<ul style="list-style-type: none"> <li>• conversational language; may include some description (often vague—e.g., nice, cool—and repetitive)</li> <li>• some variety in sentence length; sentences are often short and abrupt; sometimes long and run-on</li> <li>• uses pronouns frequently; these sometimes become confusing</li> </ul>	<ul style="list-style-type: none"> <li>• includes simple descriptive language and shows some variety (may have some repetition)</li> <li>• some variety in sentence length and pattern</li> <li>• uses pronouns frequently; it is usually easy to tell who or what the pronouns represent</li> </ul>
<ul style="list-style-type: none"> <li>• the opening sentence may signal the topic</li> <li>• ideas are loosely connected, often by time (e.g., they all happened on the same day) but not clearly focused</li> <li>• tends to repeat a few simple connecting words (e.g., and, then, so)</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>• events and ideas are logically sequenced and connected (may require some inferences)</li> <li>• beginning to use a variety of connecting words (e.g., and, then, so, because, after, when)</li> </ul>
<ul style="list-style-type: none"> <li>• includes several errors, but these do not obscure the intended meaning</li> <li>• most sentences are complete</li> <li>• most common words are spelled correctly</li> <li>• may include occasional errors in end punctuation (i.e., periods, question marks, exclamation marks); uses capital letters for names, places, first word in sentence (may capitalize some words unnecessarily)</li> <li>• most basic pronouns and verb endings are correct; makes some errors (e.g., “She maked a cake.”)</li> </ul>	<ul style="list-style-type: none"> <li>• may include errors (particularly in more complex words and structures), but these do not interfere with meaning</li> <li>• written in complete sentences</li> <li>• most words are spelled correctly; errors are often careless omissions of letters or errors in complex or challenging words</li> <li>• generally uses capital letters and end punctuation (i.e., periods, question marks, exclamation marks) correctly; beginning to use commas</li> <li>• uses correct pronouns and verb forms; may make occasional errors (e.g., “My dad and me went fishing.”)</li> </ul>

## Sample Task: Writing About Families

### CONTEXT

This class participated in daily writing experiences to record their ideas, feelings, and thoughts in response to specific themes, topics, stories, magazine articles, and current events. Students understood the importance of practising writing daily to become more effective writers. They recorded their personal responses in writing journals.

As part of an integrated English Language Arts and Social Studies theme, this class was learning about “Children’s Lives Around the World.” They discussed similarities and differences between children’s lives in Canada and the lives of children in other countries. Some of the topics they studied and wrote about included food, shelter, clothing, games, art, music, dance, customs, language, schools, and families.

### PROCESS

Students were asked to think about their own families and why families are important. The teacher instructed them to draw a picture of each family member on a cardboard square. They labelled the drawings with the names of family members and wrote something they liked to do with each person. Students then created family mobiles by tying the pictures together with string. The “Family Mobiles” were suspended from the classroom ceiling for display.

The class discussed different things families do together. They brainstormed to create a list of the many activities families engage in and the varied experiences they have together. Students were also encouraged to talk about the feelings they had about the different family activities. The teacher recorded their ideas on a two-column chart. One column listed the family experiences, and the second column listed the students’ feelings. Students were then asked to write about things they do with their families. The teacher encouraged them to use the class chart as a reference.



## NOT YET WITHIN EXPECTATIONS

### Teacher's Observations

The teacher provided the student with the sentence stem "My family is..." to support the student's attempt at writing. Problems with conventions make it difficult to figure out the meaning.

- little logical detail or description
- relies on short, simple sentence frames
- language is unclear
- does not use connecting words
- frequent serious spelling errors in basic vocabulary
- often omits punctuation

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

MY famle

MY Famle is dunt LucSS cat.  
 MY Famle is dunt LucSS fog.  
 MY Famle is LucSS Dog.  
 MY Famle is a gdo at crc.  
 MY Famle is a grod famle.  
 MY Famle is a tcSS grcDog.  
 MY Famle is a gtr bdrisagahcE.  
 MY Famle is a gdo  
 MY DaDDY. is a gdo hce  
 MYFamle is a fe MLoog.  
 MYFamle is a dt LucSS.cat.  
 MY Famle is a Fem mlda.  
 MY Famle. is a gogo

### TRANSCRIPT:

#### MY famle

MY Famle is dunt LucSS cat.  
 MY Famle is dunt LucSS fog.  
 MY Famle is LucSS Dog.  
 MY Famle is a gdo at crc.  
 MY Famle is a grod famle.  
 MY Famle is a tcSS grcDog.  
 MY Famle is a gtr bdrisagahcE.  
 MY Famle is a gdo  
 MY DaDDY. is a gdo hce  
 MYFamle is a fe MLoog.  
 MYFamle is a dt LucSS.cat.  
 MY Famle is a Fem mlda.  
 MY Famle. is a gogo

## MEETS EXPECTATIONS (MINIMAL LEVEL)

### Teacher's Observations

The writing offers some logical ideas and includes some details.

- makes some connections to personal experiences
- very short
- simple, basic language which is repetitive
- relies on short, simple sentences
- seldom uses connecting words
- frequent spelling errors
- confuses common sight words

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

### My Famle

My Daddy plays my gams with me  
My Mommy reed with me.  
Sum times I go with mi Daddy  
to wrk. My Mommy dos  
her londrie. My Daddy wrks  
all nit.

#### TRANSCRIPT:

My Daddy plays my gams with me My Mommy reed with me, Sum times I go with mi Daddy to work. My Mommy dos her londrie. My Daddy wrks all nit.

## FULLY MEETS EXPECTATIONS

### Teacher's Observations

This student's writing is clear and easy to follow. There is a series of connected ideas and experiences with some detail.

- makes connections to personal experiences
- includes some examples
- conversational language
- some variety in sentence length
- tends to repeat a few simple connecting words
- generally written in complete sentences
- most common words are spelled correctly

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

My famliy likes to go  
 for bike rides on the dike.  
 Me and my dad like to  
 ride our dirt bikes. Me and  
 my mom like to go to moves.  
 Me and my sister like to play  
 outside. And I like to read. This  
 Summen me my Mom my Dad my  
 Sister my Grandma and  
 mite go to DisneLand, Grandpa

#### TRANSCRIPT:

My famliy likes to go for bike rides on the dike. Me and my dad like to ride our dirt bikes. Me and my mom like to go to moves. Me and my sister like to play outside. And I like to read. This summer me and my Mom my Dad my Sister my Grandma and Grandpa mite go to DisneLand.

## EXCEEDS EXPECTATIONS

### Teacher's Observations

The writing has a clear topic and focus with related supporting details and examples.

- offers opinions and observations about personal experiences
- ideas are related
- includes simple descriptive language
- some variety in sentence length and pattern
- events and ideas are logically sequenced and connected
- most words are spelled correctly
- uses correct pronouns and verb forms

	Not Yet	Meets	Fully	Exceeds
SNAPSHOT				
MEANING				
STYLE				
FORM				
CONVENTIONS				

My fammy likes to go on  
walks with me. I spend most of  
my time with my dad. Yesterday  
my dad and I playd baseball in

#### TRANSCRIPT:

My fammy likes to go on walks with me. I spend most of my time with my dad. Yesterday my dad and I plydbaseball in the backyard. My siter and I and my friend took my dog on a walk to the park. We ran up the hills. Sometimes my mom one I have a game of cards. In the summer my mom and dad take me on bike rides. It is run playing with my dog. But sometimes my sister can be bosy.