

Grade 2 Year End		4 <i>Meeting curricular outcomes with an enriched understanding</i>	3 <i>Meeting curricular outcomes</i>	2 <i>Approaching curricular outcomes</i>	1 <i>Not yet meeting curricular outcomes</i>
Organization and Structure		Purposefully generates ideas that can be expressed through messages. Ideas are focused and skillfully organized, logically sequenced, and connected to create written messages.	Sufficiently generates ideas that can be expressed through messages. Ideas are focused and adequately organized, logically sequenced, and connected to create written messages.	Partially generates ideas that can be expressed through messages. Ideas are focused and partially organized, logically sequenced, and connected to create written messages.	Cannot yet generate ideas that can be expressed through messages. Ideas are rarely focused or not yet organized, logically sequenced, or connected to create written messages.
Creative Expression	Audience	Effectively creates written messages that align with an intended audience or purpose.	Adequately creates written messages that align with an intended audience or purpose.	Beginning to create written messages that align with an intended audience or purpose.	Inadequately creates written messages that align with an intended audience or purpose.
	Details	Sentences support the creative expression of ideas through thoughtful word choice (i.e. adjectives and adverbs, synonyms and antonyms, sensory language) Consistently uses punctuation to enhance written messages.	Sentences support the creative expression of ideas through appropriate word choice (i.e. adjectives and adverbs, synonyms and antonyms, sensory language). Frequently uses punctuation to enhance written messages.	Sentences support the creative expression of ideas through basic word choice (i.e. adjectives and adverbs, synonyms and antonyms, sensory language). Beginning to use punctuation to enhance written messages.	Sentences support the creative expression of ideas through limited word choice (i.e. adjectives and adverbs, synonyms and antonyms, sensory language). Does not yet and/or rarely use punctuation to enhance written messages.
Conventions	Capitalization and Punctuation	Consistently uses capitalization and punctuation at the beginning and the end of sentences to create clear sentences and may include most of the following <ul style="list-style-type: none"> names of people and places days of the week and month titles in contractions (apostrophes in place of letters) 	Frequently uses capitalization and punctuation at the beginning and the end of sentences to create clear sentences and may include many of the following <ul style="list-style-type: none"> names of people and places days of the week and month title in contractions (apostrophes in place of letters) 	Sometimes uses capitalization and punctuation at the beginning and the end of sentences to create clear sentences and may include some of the following <ul style="list-style-type: none"> names of people and places days of the week and month titles in contractions (apostrophes in place of letters) 	Does not yet and/or rarely use capitalization and punctuation at the beginning and the end of sentences.
	Grammar	Skillfully writes a variety of sentences that include a complete thought or idea, including most <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Adequately writes a variety of sentences that include a complete thought or idea, including many <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Writes simple sentences that sometimes contain partial thoughts and make sense, including some <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place 	Writes simple sentences with undeveloped thoughts, rarely including <ul style="list-style-type: none"> pronouns to replace nouns adjectives to describe nouns adverbs to describe verbs prepositions to show time and place
Spelling		Consistently applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Consistently and correctly uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Frequently applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Frequently uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Sometimes applies knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Sometimes uses the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words 	Rarely uses knowledge of known words (including high-frequency words), word parts, and word patterns to spell unfamiliar words. Does not yet use the following to support spelling: <ul style="list-style-type: none"> include a vowel in every word and syllable use letter combinations that represent long vowel sounds use a wide range of consonant letters and letter combinations in the beginning, middle, and ending of words