



2025 Writing Assessment Exemplars and Teacher Rationale

Grade 2

Spring 2025

Note: This document does not reflect updates made to the year-end rubrics in the Spring of 2025.

Using this Resource

About the Process

In the Spring of 2025, teachers from across the division gathered for two days to participate in a writing calibration protocol. A calibration protocol is collaborative process for bringing teachers together to discuss student work to reach consensus about how to score writing based on set criteria. The calibration process makes scoring student work more consistent among a group of teachers and more aligned to the outcomes upon which rubrics and scoring criteria are based. The purpose of calibration is to ensure that a group of educators evaluate student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data.

About the Exemplars

- Exemplars are samples of student writing selected to represent a range of responses that illustrate the scoring criteria at each level of performance for Grade 2 (*meeting curricular outcomes with an enriched understanding, meeting curricular outcomes, approaching curricular outcomes, not yet meeting curricular outcomes*).
- These exemplars are just a small sampling of successful approaches to the writing task, and the students' edits, misspellings and other idiosyncrasies are retained in the scanned documents.
- It is to be noted that emergent writers have a large span of developmental abilities, and these are reflected in the samples provided.
- In some exemplars the names of people, places or things have been removed to protect the identity of the writer.

Rationale for the Exemplars

- Teachers may use the rationale for exemplars to apply the scoring criteria consistently and impartially.
 - The rationale for each exemplar consists of "Scoring" and "Evidence of Graded Criteria." Each rationale serves to:
 - provide evidence as to why the writing sample is considered representative of a particular performance outcome.
 - provide evidence representative of a specific grade level.
 - demonstrate the use of criterion-referenced language to explain judgments of student writing.
 - demonstrate that a range of responses are possible within each performance outcome.
 - The rationale that accompanies each response may assist teachers to apply the scoring criteria consistently and impartially.
 - The rationale may include descriptors to describe the quality of the criteria shown in the student response.
 - Scoring rationale about each exemplar is provided by teachers involved in the selection of the student exemplars and serve to:
 - describe qualities of each student sample writing response as it relates to scoring criteria.
 - allow for variation within an outcome.
 - indicate whether the exemplar provided more or less evidence of each criterion and still be representative of the performance outcome.
 - Teachers should use their professional judgment and consider differing levels of evidence when assigning an overall score.
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Grade 2 Writing Prompt



Image Generated with Canva



Image Generated with Adobe Firefly

Look carefully at the picture.
What does the picture make you think of?
You could write about yourself or others, real or imagined.

DIRECTIONS

You have 15 minutes to plan **alone or with a partner or small group**.

You will have up to 20 minutes to write.

You may show changes and corrections on your writing, as it is a first draft.

Grade 2 Level 4: Enriched Understanding – Exemplar A

Explorer dog

One sunny afternoon, a big brown dog sat in the empty park. The dog looked happy and calm. Next to him was a green backpack. He had a map and a shiner magnifying glass beside it. The dog was on a fun adventure.

You could hear the leaves blowing in the wind and the sun was shining brightly. The dog sniffed the grass and wagged his tail happily. He's waiting for his owners. They are coming back soon! The dog must be a secret explorer!

He's got everything he needs to
explore the park. The owner came back
and said, "Hey, Max! Good job waiting. You
are a good boy!" Max barked and wagged his
tail. Then they followed the map to the slide
and started to dig for treasure.

Grade 2 Level 4: *Enriched Understanding Exemplar A* – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
4	<p>Organization and Structure</p> <ul style="list-style-type: none"> purposefully generates ideas that can be expressed through messages such as the title “Explorer dog” ideas are focused and skillfully organized, logically sequenced, and well connected
4	<p>Creative Expression</p> <ul style="list-style-type: none"> effectively creates written message that aligns with an intended audience and purpose sentences support the creative expression of ideas through thoughtful word choice and sensory language (“secret explorer” and “empty park” and “shiny magnifying glass” and “blowing in the wind” and “wagged his tail” consistently uses punctuation to enhance written messages through the use of exclamation marks, quotation marks, and commas
4	<p>Capitalization and Punctuation</p> <ul style="list-style-type: none"> consistently uses capitalization and punctuation at the beginning and end of sentences to create clear sentences and include most curricular requirements – names of people and places and contractions
4	<p>Grammar</p> <ul style="list-style-type: none"> skillfully uses a variety of sentences that include complete ideas, including pronouns, adjectives, adverbs, and prepositions
4	<p>Spelling</p> <ul style="list-style-type: none"> consistently applies knowledge of known words, word parts, and word patterns to spell unfamiliar words

Additional Information:

- noted the effective use of adjectives and adverbs

Instructional Next Steps:

- encourage the writer to use varied sentence beginnings
- explore other ways to join sentences beyond the use of “and”
- introduce writer to a greater variety of punctuation use

Grade 2 Level 3: Meeting – Exemplar B

Title: The boy that got lost



Once there was a boy his name was Ben. He was walking his dog in the woods. On a sunny day, He started walking in the forest. It started to get cold Ben said "I'm shivering!" Then he was stuck he thought that his dog was gone? He has right. he did not see him it was so dark. "Oh" he said he reminded him from erlyer. The dog got hurt on his toe that was bleeding. Ben folowed the red foot print and fownd his dog and went back home and lived happily ever after.

By: [REDACTED]

Grade 2 Level 3: Meeting Exemplar B – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	Organization and Structure <ul style="list-style-type: none"> • sufficient ideas generated and expressed • ideas are focused and adequately organized
3	Creative Expression <ul style="list-style-type: none"> • adequately creates written messages that align with an intended audience and purpose • sentences support creative expression of ideas through appropriate word choice such as “shivering” and “erlyer”
3	Capitalization and Punctuation <ul style="list-style-type: none"> • frequently applies capital letters when writing • frequently applies correct punctuation at the end of sentences and in contractions. Correct use of quotation marks.
3	Grammar <ul style="list-style-type: none"> • adequately writes a variety of sentences that contain complete thoughts and make sense • includes the use of prepositions to show time and place and adjectives such as, “On” and “in” and “red”
4	Spelling <ul style="list-style-type: none"> • consistently applies knowledge of known words, word parts, and word patterns to spell unfamiliar words

Additional Information:

- the sequence of events falters in the middle of the piece

Instructional Next Steps:

- support with sequence of events

Grade 2 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

There once was a dog that went on a walk with his owner to a park a few blocks away from their house. But then his owner abandoned him. So then the dog thought that his owner was just going to the washroom but then the dog realized that they were never coming back. So the dog started crying. But then looked in the backpack for some food and found some chocolate and ate it and almost died. But he rested on a park bench for a while and felt better. But then he tried to find his way

Back home but then got
lost. Then looked in the backpack
and found some nutella but
he didn't know that it was
chocolate! And he is allergic to
nuts! But he ate it and he
fainted and died.

Grade 2 Level 3: Meeting Exemplar C – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	Organization and Structure <ul style="list-style-type: none"> • sufficiently generates ideas that can be expressed through messages • ideas are focused and adequately organized, logically sequenced, and connected
3	Creative Expression <ul style="list-style-type: none"> • effectively creates written messages that align with an intended audience or purpose • sentences support the creative expression of ideas through appropriate word choice such as “abondonde” and “realized” and “rested” • beginning to use punctuation to enhance written messages
3	Capitalization and Punctuation <ul style="list-style-type: none"> • frequently use capitalization and punctuation at the beginning and end of sentences. Run on sentences are present.
3	Grammar <ul style="list-style-type: none"> • writes simple sentences that include a complete thought or idea
4	Spelling <ul style="list-style-type: none"> • uses knowledge of known words, word parts, and word patterns to spell unfamiliar words

Additional Information:

- while punctuation (two exclamation marks) are used to enhance the message, additional usage is needed

Instructional Next Steps:

- use of adjectives and adverbs to enhance word choice
- variety of sentence starters with varied beginnings

Grade 2: Level 2 Approaching – Exemplar D

Once upon a time
there was a dog who
loved to go to the
park. He loved to
take his one's
backpack with him becos
he likes his one.
And he loves to go
on the monkey bars
and the swings and
slides. And he
nos his way around
you see that house
over there that's
where he lives. He
likes to whate at
the park in til his
one's comes back
from work.

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Grade 2 Level 2 Approaching Exemplar D– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
3	Organization and Structure <ul style="list-style-type: none"> • sufficiently generates ideas that can be expressed through messages • sentences are focused and adequately organizes ideas logically sequenced, and connected
2	Creative Expression <ul style="list-style-type: none"> • adequately creates written messages that align with an intended purpose • sentences support the creative expression of ideas through basic word choice such as “like’s” and “loveed” • beginning to use punctuation to enhance written message
3	Capitalization and Punctuation <ul style="list-style-type: none"> • frequently uses capitalization and punctuation at the beginning and the end of sentences
2	Grammar <ul style="list-style-type: none"> • writes simple sentences that contain partial thoughts and make sense
2	Spelling <ul style="list-style-type: none"> • sometimes applies knowledge of known words such as “bars” and “take” and “love.”

Additional Information:

- scorers discussed audience in detail. Specifically, how the writing has an intended purpose (describing the picture as outlined in the task prompt) and the audience is unclear.
- scorers discussed capitalization at length. The writing uses capital letters at the beginning of sentences consistently; however, the writing did not include names of people and places, days of the week and moth, or titles.
- no evidence of apostrophes in contractions

Instructional Next Steps:

- variation in punctuation to enhance the written message
- use of sensory details

Grade 2: Level 2 Approaching – Exemplar E

Some cats can be wild
Some cats are not. There
are a lot of species of cats.
In some places cats
eat things sometimes
the things that are in the

Grade 2 Level 2 Approaching Exemplar E– Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	Organization and Structure <ul style="list-style-type: none"> • partially generates ideas that can be expressed through messages • ideas are focused, adequately organized and connected
2	Creative Expression <ul style="list-style-type: none"> • beginning to create written messages that align with an intended purpose • sentences include basic word choice. Adjectives, adverbs, synonyms/antonyms not present • beginning to use punctuation to enhance written messages
3	Capitalization and Punctuation <ul style="list-style-type: none"> • frequently uses capitalization and punctuation at the beginning of words and sentences • no evidence of apostrophes because of the lack of contractions
2	Grammar <ul style="list-style-type: none"> • writes simple sentences that sometimes contain partial thoughts
1	Spelling <ul style="list-style-type: none"> • rarely uses knowledge of known words, words parts, and word patterns to spell unfamiliar words

Additional Information:

- scorers noted that the writer frequently applied capital letters to the first word of a sentence; however, the length and complexity of the piece must be considered.
- the limited amount of writing made this difficult to assign an overall grade. There is some evidence of sophisticated thinking.

Instructional Next Steps:

- phonics instruction - hearing and accurately recording sounds

Grade 2: Level 1 Not Yet Meeting – Exemplar F

one Day a cat and a dog were
hiding there they were make
a fair and they look for
sticks and sum wood and chop
trees. wood was they mak

Grade 2 Level 1: Not Yet Meeting Exemplar F – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
2	Organization and Structure <ul style="list-style-type: none"> • partially generates ideas that can be expressed through messages • ideas are somewhat focused and partially organized
1	Creative Expression <ul style="list-style-type: none"> • beginning to create written messages that align with an intended audience or purpose • sentences support the creative expression of ideas through limited word choice • does not yet use punctuation to enhance written messages
1	Capitalization and Punctuation <ul style="list-style-type: none"> • does not yet or rarely use capitalization and punctuation
1	Grammar <ul style="list-style-type: none"> • underdeveloped thoughts that lack punctuation and sentence structure
1	Spelling <ul style="list-style-type: none"> • rarely uses knowledge of known words, word parts, and word patterns to spell unfamiliar words

Additional Information:

- scorers discussed audience in detail. Scorers were split between beginning to and inadequately creates a message

Instructional Next Steps:

- construct complete sentences with appropriate punctuation and capitalization
- would benefit from the use of a personal dictionary
- develop an understanding of word parts and patterns

Grade 2 Level 1: Not Yet Meeting – Exemplar G

all about cats jump high
 cat isss glce.

that wildcat play.
 cat eat what is not work drink milk,
 cat can sleep that you
 cat can they it aote.
 to catch mouse or m. they go
 pounce and pounce. and they
 have tail, they have 4 legs
 but still like dogs that have
 ears just like Doags cats have
 months to get some cat did
 some cat have 1 or 2 legs.

Grade 2: Level 1 Not Yet Meeting Exemplar G – Evidence of Graded Criteria

Score	Evidence of Graded Criteria
1	Organization and Structure <ul style="list-style-type: none"> • cannot yet generate ideas that can be expressed through messages • ideas are somewhat focused and not yet organized
1	Creative Expression <ul style="list-style-type: none"> • inadequately creates written messages that align with an intended audience or purpose • sentences support the creative expression of ideas through limited word choice • does not yet use punctuation to enhance written messages
1	Capitalization and Punctuation <ul style="list-style-type: none"> • does not yet or rarely use capitalization and punctuation
1	Grammar <ul style="list-style-type: none"> • underdeveloped thoughts that lack punctuation and sentence structure
1	Spelling <ul style="list-style-type: none"> • rarely uses knowledge of known words, word parts, and word patterns to spell unfamiliar words

Additional Information:

- connect with Learning Support to discuss next steps

Instructional Next Steps:

- construct a complete sentences with legible writing that make sense
- would benefit from the use of a personal dictionary
- develop an understanding of word parts and patterns