

Grade 2: Writing Rubrics

NOTE: The language in these rubrics has been adapted from the SBAC and PARCC rubrics. **The language in bold is taken directly from the CCSS.**

Opinion Writing Rubric: Grade 2

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reason, and provide a concluding statement or section.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
Knowledge and Understanding					
A	RL/RI.2.10	Demonstrates a deep understanding of topic or text	Demonstrates a clear understanding of topic or text	Demonstrates a limited understanding of topic or text	Does not demonstrate understanding, or shows a misunderstanding, of topic or text
Organization and Purpose					
B	W.2.1	Opinion is clearly stated and focus is maintained	Opinion is clearly stated	Opinion is unclear	Opinion is not stated or is unrelated to task
C		Introduction provides the context needed to clearly understand the topic or text	Introduction provides some context about topic or text	Introduction is off topic	Introduction is missing
D		Unusually effective or engaging concluding statement or section	Concluding statement or section restates the opinion in the piece	Conclusion is confusing or off topic	Conclusion is missing
Evidence and Elaboration					
E	W.2.1 W.2.8	Provides evidence and reasons that support the opinion	Supplies reasons that support the opinion	Opinion is insufficiently supported by reasons	Reasons are absent or irrelevant
F	L.2.6	Uses a variety of words and phrases to connect opinion and reasons	Uses appropriate linking words to connect opinion and reasons	Linking words used may be awkward or poorly chosen	No linking words used and/or the connection between opinion and reasons is unclear
G		Uses precise academic and domain-specific vocabulary	Uses relevant words and phrases acquired through conversations, reading, being read to, and responding to texts	Uses a basic vocabulary	Uses a limited vocabulary
Conventions					
H	L.2.1f	Uses a variety of sentence structures; few/no errors in usage and sentence formation	Variety of simple and compound sentences	Simple or repetitive sentence structure	Errors in usage are frequent; sentences are often difficult to understand

I	L.2.2a	Effective and consistent use of punctuation and capitalization	Correctly and consistently uses upper and lowercase letters; correctly uses end punctuation	Inconsistent use of grade-appropriate punctuation and capitalization	Errors in punctuation and capitalization are frequent, making the piece difficult to read
J	L.2.2d L.2.2e	Few spelling errors	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, dictionaries, etc.) when writing words	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning

Informative/Explanatory Writing Rubric: Grade 2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
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Knowledge and Understanding

A	RL/RI.2.10	Demonstrates a deep understanding of information and ideas	Demonstrates a clear understanding of information and ideas	Demonstrates a limited understanding of information and ideas	Does not demonstrate understanding, or shows a misunderstanding, of information and ideas
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Organization and Purpose

B	W.2.2	Focus is clearly stated and strongly maintained	Focus is clear and mostly maintained	Focus may be unclear and/or poorly maintained	Focus is missing or unrelated to task
C		Engaging introduction	Introduces a topic , providing some relevant context	Introduction is off topic	Introduction is missing
D		Effective concluding statement or section	Relevant concluding statement or section	Conclusion is off topic	Conclusion is missing

Evidence and Elaboration

E	W.2.2 W.2.8	Well-chosen facts and details develop the topic	Relevant facts and definitions develop points	Supporting details may be insufficient, repetitive, vague, and/or copied	Supporting facts and details are irrelevant or absent
F	L.2.6	Uses precise academic and domain-specific vocabulary words	Uses words and phrases acquired through conversations, reading, and being read to, and responding to texts	Uses a basic vocabulary	Uses a limited vocabulary

Conventions

G	L.2.1f	Uses a variety of sentence structures; few, if any, errors in usage and sentence formation	Variety of simple and compound sentences	Simple or repetitive sentence structure	Errors in usage are frequent; sentences are often difficult to understand
H	L.2.2a	Effective and consistent use of punctuation and capitalization	Correctly and consistently uses upper and lowercase letters; correctly uses end punctuation	Inconsistent use of grade-appropriate punctuation and capitalization	Errors in punctuation and capitalization are frequent, making the piece difficult to read

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I	L.2.2d L.2.2e	Few spelling errors	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, dictionaries, etc.) when writing words	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning
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Narrative Writing Rubric: Grade 2

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

		4 – Advanced	3 – Proficient	2 – Developing	1 – Beginning
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Knowledge and Understanding

A	RL/RI.2.10	Connects well to source materials and assigned topic	Connects to source materials and assigned topic	Connects loosely to source materials and assigned topic	Does not connect to source materials and assigned topic
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Organization and Purpose

B	W.2.3	Natural, cohesive sequence of events from beginning to end	Recounts a well-elaborated event or short sequence of connected events	Connection between events is vague or unclear	Sequence of events is confusing; may contain frequent extraneous ideas and/or a major drift
C		Uses a variety of temporal words and phrases to signal event order	Uses temporal words to signal event order	Minimal or no use of temporal words and phrases to signal event order	Lack of temporal words and phrases causes confusion
D		Creates a satisfying ending	Provides a sense of closure	Closing is weak or confusing	Ends abruptly

Evidence and Elaboration

E	W.2.3	Effectively uses descriptions of actions, thoughts, and feelings to develop experiences and characters	Includes details to describe actions, thoughts, and feelings	Detail about the characters' thoughts actions and feelings is minimal	Does not describe characters' thoughts, actions, or feeling; may be very brief
F	L.2.6	Demonstrates a rich and varied vocabulary	Uses words and phrases acquired through conversations, reading, and being read to	Basic word choice and vocabulary	Vocabulary is very limited and repetitive

Conventions

G	L.2.1f	Uses a variety of sentence structures; few, if any, errors in usage and sentence formation	Variety of simple and compound sentences	Simple or repetitive sentence structure	Errors in usage are frequent; sentences are often difficult to understand
H	L.2.2a	Effective and consistent use of punctuation and capitalization	Correctly and consistently uses upper and lowercase letter; correctly uses end punctuation	Inconsistent use of grade-appropriate punctuation and capitalization	Errors in punctuation and capitalization are frequent, making the piece difficult to read.
I	L.2.2d L.2.2e	Few spelling errors	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, dictionaries, etc.) when writing words	Frequent errors in the spelling of grade-appropriate words	Errors in spelling are severe and often obscure meaning