

# Grade 2 Writing Rubric

First \_\_\_\_\_ Last \_\_\_\_\_

COMPOSING MEETS = 3		WRITTEN EXPRESSION MEETS = 3		USAGE/MECHANICS REASONABLE CONTROL	
<p><b>____ Prewriting:</b></p>	<p><b>Prewriting:</b> -Generate ideas and organize information before writing (i.e. lists, brainstorming activities, and/or graphic organizers)</p>	<p><b>____ Language:</b> Specific vocabulary, vivid word choices, and precise information create images in the reader's mind.</p>	<p><b>Language:</b> -Expand writing to include descriptive details</p>	<p><b>____ Sentence Formation:</b> Writes grammatically correct, complete sentences.</p>	<p><b>Sentence Formation:</b> -Write complete sentences</p>
<p><b>____ Central Idea:</b> A clear consistent focus on a central idea is developed.</p>	<p><b>Central Idea:</b> -Stay on topic</p>	<p><b>____ Voice:</b> Writer's presence is created by words and information.</p>	<p><b>Information:</b> -Use facts or opinions -Describe events, ideas, and personal stories with descriptive details</p>	<p><b>____ Usage:</b> The way in which words and phrases are actually used.</p>	<p><b>Usage:</b> -Use singular nouns and pronouns -Use frequently occurring irregular plural nouns (eg. feet, children, teeth, fish) -Use verbs and adjectives correctly in sentences.</p>
<p><b>____ Organization:</b> A logical plan is used for developing a central idea, which includes a strong beginning, middle, and end.</p>	<p><b>Organization:</b> -Include a beginning, middle, and end in narrative and expository writing -Use time order (transition) words to sequence and organize writing -Begin to compose one or more paragraphs</p>	<p><b>____ Tone:</b> Writer's attitude about the topic is developed through the manipulation of the vocabulary and information.</p>	<p><b>Voice:</b> -Use precise, descriptive vocabulary to show the writer's personality</p>	<p><b>____ Mechanics:</b> Few errors in formatting, spelling, capitalization, internal and end punctuation, and titles of works are present.</p>	<p><b>Mechanics:</b> -Formatting: Indent beginnings of paragraphs -Spelling: Spell commonly used sight words, compound words, and regular plurals correctly -Capitalization: Capitalize all proper nouns, words at the beginning of sentences, and the word <i>I</i> -Punctuation: -Punctuate declarative (.), interrogative (?), and exclamatory (!) sentences -Use apostrophes to form contractions and common singular possessives -Use commas in the salutation and closing of a letter</p>
<p><b>____ Elaboration:</b> The details, illustrations, events, reasons and examples focus on a central idea.</p>	<p><b>Elaboration:</b> -Write narratives to describe events, including details and a closure/ending</p>	<p><b>____ Rhythmic Flow:</b> Rhythmic flow, resulting from purposeful sentence variety and transitions, is present.</p>	<p><b>Tone:</b> -Use vivid language to convey the author's feelings and attitudes</p>		
<p><b>____ Technology:</b> Use technology to support writing.</p>	<p><b>Technology:</b> -Use available technology for writing</p>		<p><b>Rhythmic Flow:</b> -Use a variety of complete sentences including declarative, interrogative, and exclamatory -Begin sentences in a variety of ways -Attempt compound or complex sentences and join sentences</p>		

## Grade 2 Writing Rubric

First \_\_\_\_\_ Last \_\_\_\_\_

**Composing**

+

**Written  
Expression**

+

**Usage/  
Mechanics**

=

**Raw  
Score**

Add the three scores together to get a raw score; divide the sum (raw score) by 3 to get the total score.

\_\_\_\_\_/3 = \_\_\_\_\_ (total score)  
(raw score)

Score	Descriptors
<b>4 = Exceeds</b>	Exemplary, advanced, consistent, near perfect, high
<b>3 = Meets</b>	Almost accomplished, proficient, solid, reasonable, S, middle/high
<b>2 = Almost meets</b>	Partially meets, developing, basic, inconsistent, P, middle/low
<b>1 = Does not meet</b>	Not evident, below basic, little or no control, N, low

At the second-grade level, students will continue to develop reading and writing together. They will be given daily opportunities to write and will be expected to revise selected pieces and share them with others. Students often pattern their writing after familiar authors. When students write stories and letters, the instructional emphasis will be on having a beginning, middle, and end. At the sentence level, they will be expected to begin to elaborate on their ideas and use basic conventions. They will also begin to apply written communication skills across all content areas.