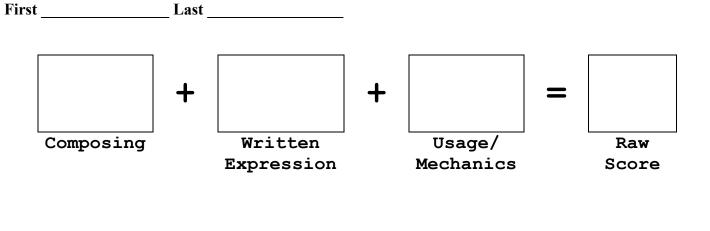
## Grade 2 Writing Rubric

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

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

## **Grade 2 Writing Rubric**



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
4 = Exceeds	Exemplary, advanced, consistent, near perfect, high
3 = Meets	Almost accomplished, proficient, solid, reasonable, S, middle/high
2 = Almost meets	Partially meets, developing, basic, inconsistent, P, middle/low
1 = Does not meet	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.