

Opinion Writing Rubric Grade 2

Score of 4—Above Grade Level	Score of 3—At Grade Level	Score of 2—Approaching Grade Level	Score of 1—Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or text being written about (3W1a) skillfully states an opinion (3W1a) creates an organizational structure that lists reasons (3W1a) uses linking words and phrases to connect opinion and reasons (3W1c) skillfully provides a concluding statement or section (3W1d) 	<p>The writing –</p> <ul style="list-style-type: none"> introduces the topic or book being written about (2W1) states an opinion (2W1) uses linking words to connect opinions and reasons (2W1) provides a concluding statement or section(2W1) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to introduce the topic or book being written about attempts to state an opinion attempts to use linking words to connect opinions and reasons attempts to provide a concluding statement or section 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to introduce the topic or book being written about makes little or no attempt to state an opinion makes little or no attempt to use linking words to connect opinions and reasons makes little or no attempt to provide a concluding statement or section 	<p>Organization/Purpose</p> <p>2 x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> skillfully provides reasons to support opinion (3W1b) uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> provides reasons to support the opinion (2W1) uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to provide reasons to support the opinion attempts to use information from experiences or provided sources 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to provide reasons to support the opinion makes little or no attempt to use information from experiences or provided sources 	<p>Evidence/Elaboration</p> <p>2x _____ = _____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p>Language/Conventions</p> <p>1 x _____ = _____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

**CONVENTIONS CHART
GRADE 2**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil). (2L2d) Correctly spell words at grade level and below 	Capitalize (2L2a) <ul style="list-style-type: none"> holidays product names geographic names 	Use commas <ul style="list-style-type: none"> in greetings and closings of letters (2L2b) Use an apostrophe <ul style="list-style-type: none"> to form contractions in frequently occurring possessives (2L2c) 	Nouns: <ul style="list-style-type: none"> Use collective nouns (e.g., group). (2L1a) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (2L1b) Verbs: <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (2L1d) Adjectives: <ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified. (2L1e) Pronouns: <ul style="list-style-type: none"> Use reflexive pronouns (e.g., myself, ourselves). (2L1c) 	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (2L1f)

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.