

2nd Grade Scoring Rubric for Opinion Tasks

Scoring Elements	Below	Approaches	Meets	Exceeds
	1	2	3	4
Focus/Content Understanding (Do they address the prompt?)	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak and uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
W.2.1- 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 to connect opinion and reasons, and provide a concluding statement or section.	Attempts to establish an opinion but lacks a clear purpose and a concluding statement.	Establishes an opinion supported with reasons. Some linking words are used with a concluding statement.	Establishes an opinion clearly supported by reasons, using linking words to connect opinion and reasons with a concluding statement.	Establishes an opinion supported by reasons, using linking words to connect opinion and reason with a strong concluding statement.
RL.2.1& RI.2.1-Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Attempts to present information from reading materials in response to the prompt, but does not demonstrate comprehension of the key details in the text.	Presents information from reading materials relevant to the prompt with reference to some of the key details from the text.	Presents information from reading materials relevant to the prompt with reference to sufficient key details from the text.	Presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
L.2.1a- f- Demonstrate command of the conventions of standard English grammar and usage when writing. L.2.2a-e-Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3-Use knowledge of language and its conventions when writing.	Attempts to demonstrate standard English conventions, but lacks command of grammar , capitalization, punctuation, and spelling.	Demonstrates an uneven command of the conventions of standard English grammar with inconsistent use of capitalization, punctuation, and spelling.	Demonstrates and maintains command of the conventions of standard English grammar, capitalization, punctuation, and spelling with few errors.	Demonstrates and maintains a strong command of the conventions of standard English grammar, capitalization, punctuation, and spelling with minor errors. Response consistently includes language appropriate to the prompt.

Grows

Glows

Next Steps / Reflection

-
-

2nd Grade Scoring Rubric-Informational/Explanatory Tasks

Scoring Elements	Below	Approaches	Meets	Exceeds
	1	2	3	4
Focus/Content Understanding (Do they address the prompt?)	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak and uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
W.2.2-Write informative/explanatory text to introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.	Attempts to introduce a topic but lacks a clear purpose.	Introduce a topic, use facts and definitions and provide a concluding statement that may be weak.	Introduce a topic, use facts and definitions to develop points clearly with a concluding statement.	Introduce a topic, use facts and definitions to develop points clearly and thoroughly with a strong concluding statement and section.
RL.2.1& RI.2.1-Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.	Attempts to present information from reading materials in response to the prompt, but does not demonstrate comprehension of the key details in the text.	Presents information from reading materials relevant to the prompt with reference to some of the key details from the text.	Presents information from reading materials relevant to the prompt with reference to sufficient details from the text.	Presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
L.2.1a-Demonstrate command of the conventions of standard English grammar and usage when writing. L.2.a-e-Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3-Use knowledge of language and its conventions when writing.	Attempts to demonstrate standard English conventions, but lacks command of grammar, capitalization, punctuation, and spelling.	Demonstrates an uneven command of the conventions of standard English grammar with inconsistent use of capitalization, punctuation, and spelling.	Demonstrates and maintains command of the conventions of standard English grammar, capitalization, punctuation, and spelling with few errors.	Demonstrates and maintains a strong command of the conventions of standard English grammar, capitalization, punctuation, and spelling with minor errors. Response consistently includes language appropriate to the prompt.

Grows

Grows

Next Steps / Reflection

-
-

2nd Grade Scoring Rubric for Narrative Tasks

Scoring Elements	Below	Approaches	Meets	Exceeds
	1	2	3	4
Focus/Content Understanding (Do they address the prompt?)	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak and uneven focus.	Addresses prompt appropriately and maintain a clear, steady focus.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus.
W.2.3- Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use temporal words to signal event order, and provide a sense of closure.	Attempts to recount an event but lacks focus with few descriptive details and little or no temporal words.	Establishes a sequence of events that has some descriptive details with inconsistent use of temporal words and a sense of closure.	Establishes an elaborated event(s) with some descriptive details with temporal words and a sense of closure.	Establishes a well elaborated event(s) that includes descriptive details with temporal words and a strong closure.
L.2.1a-f - Demonstrate command of the conventions of standard English grammar and usage when writing. L.2.2a-e- Demonstrate command of conventions of standard English capitalization, punctuation, and spelling when writing. L.2.3- Use knowledge of language and its conventions when writing.	Attempts to demonstrate standard English conventions, but lacks command of grammar, capitalization, punctuation, and spelling.	Demonstrates uneven command of the conventions of standard English grammar with inconsistent use of capitalization, punctuation, and spelling.	Demonstrates consistent command of the conventions of standard English grammar, capitalization, punctuation, and spelling with few errors.	Demonstrates and maintains a strong command of the conventions of standard English grammar, capitalization, punctuation, and spelling with minor errors. Response consistently includes language appropriate to the prompt.

Grows

Glows

Next Steps / Reflection

-
-

Score ____/12