

GUIDELINES FOR ADMINISTERING WRITING PROMPTS

Grades K-2 - will use the Primary Rubrics (scale)

- Students will be given a copy of the prompt and/or the prompt may be written on the board.
- Record student scores on the attached spreadsheet or the one you have and keep a copy for yourself.
- Students will hand write their responses. Computers should not be used unless determined by an IEP or 504.
- In order to complete their response to the prompt, students will write independently, without the support of a teacher or peers. Any student who takes an exceptionally long time to finish should be identified through a written notation. During future writing conferences the teacher may want to meet with this group of students to assist them developing a plan for future writing tasks.
- Absent students will be given time to finish immediately upon their return to school.
- Students are **not** to retell or dictate their story/text during the Writing Benchmark Assessment. **Only student work may be scored.**
- **Quarterly benchmark** writing prompt pre-tests should be used as a baseline score and **quarterly benchmark** writing prompt post-tests should be used as a growth comparison as they are the same genre and level of difficulty.

Second Grade - Quarter 1

Pre/Post Writing Prompt

Pre/Post Assessment

Administer the same prompt at the beginning and end of the first quarter's Narrative Writing Unit.

Narrative Writing

A Special Gift

Writing Situation

Think about a time when you received something special. It can be a gift, a party, a special vacation, a certificate, or a sports trophy.

Directions for Writing

Write a personal narrative that shows how and why this is memorable. Include details to tell who you received it from, what happened, when and where you got it, and why it was so special to you.

Writing and Convention Standards

For this task, students will:

- ☐ write in complete, super sentences: include who, what, when, where, why.
- ☐ add details to expand writing.
- ☐ use correct spacing and letter formation.
- ☐ use most conventional and some transitional spelling.
- ☐ use adjectives.
- ☐ include a beginning, middle, and end.
- ☐ include strong leads/endings.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ vary sentence beginnings.
- ☐ use correct capitalization: beginning sentences, special titles, proper nouns.
- ☐ use correct punctuation.
- ☐ include a title.

Name: _____

Second Grade - Quarter 1

Pre/Post Writing Prompt

Narrative Writing

A Special Gift

Writing Situation

Think about a time when you received something special. It can be a gift, a party, a special vacation, a certificate, or a sports trophy.

Directions for Writing

Write a personal narrative that shows how and why this is memorable. Include details to tell who you received it from, what happened, when and where you got it, and why it was so special to you.

Writer's Checklist

Remember to:

- ☐ write in complete, super sentences: include who, what, when, where, why.
- ☐ add details to expand writing.
- ☐ use correct spacing and letter formation.
- ☐ use most conventional and some transitional spelling.
- ☐ use adjectives.
- ☐ include a beginning, middle, and end.
- ☐ include strong leads/endings.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ vary sentence beginnings.
- ☐ use correct capitalization: beginning sentences, special titles, proper nouns.
- ☐ use correct punctuation.
- ☐ include a title.

Second Grade - Quarter 2

Pre/Post Writing Prompt (How-to)

Pre/Post Assessment

Administer the same prompt at the beginning and end of the Informative/Explanatory Writing Unit.

Informative/Explanatory Writing

How-to

Writing Situation

Think of something you know how to do. It could be making an ice cream sundae or playing a sport. It could be making a bed or building a craft.

Directions for Writing

Write a how-to story telling how to do this activity. Tell the steps to follow.

Writing and Convention Standards

For this task, students will:

- ☐ write complete, super sentences.
- ☐ add details and explanations to expand writing.
- ☐ use correct spacing and letter formation.
- ☐ use most conventional spelling.
- ☐ use adjectives.
- ☐ include strong leads/endings.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ use sequencing words.
- ☐ vary sentence beginnings.
- ☐ use meaningful word choice.
- ☐ use correct capitalization: beginning sentences, special titles, proper nouns.
- ☐ use correct punctuation.
- ☐ include a title.
- ☐ indicate materials needed.
- ☐ include a tip or a warning.

Name: _____

Second Grade - Quarter 2

Pre/Post Writing Prompt (How-to)

Informative/Explanatory Writing

How-to

Writing Situation

Think of something you know how to do. It could be making an ice cream sundae or playing a sport. It could be making a bed or building a craft.

Directions for Writing

Write a how-to story telling how to do this activity. Tell the steps to follow.

Writer's Checklist

Remember to:

- ☐ write complete, super sentences.
- ☐ add details and explanations to expand writing.
- ☐ use correct spacing and letter formation.
- ☐ use most conventional spelling.
- ☐ use adjectives.
- ☐ include strong leads/endings.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ use sequencing words.
- ☐ vary sentence beginnings.
- ☐ use meaningful word choice.
- ☐ use correct capitalization: beginning sentences, special titles, proper nouns.
- ☐ use correct punctuation.
- ☐ include a title.
- ☐ indicate materials needed.
- ☐ include a tip or a warning.

Second Grade - Quarter 3

Pre/Post Writing Prompt

Pre/Post Assessment

Administer the same prompt at the beginning and end of the Letter Writing Unit.

Speculative/Letter Writing

Principal Visit

Writing Situation

An announcement is made over the loudspeaker. The principal needs to see a student from your class immediately. The student seems extremely surprised to have to meet with the principal.

Directions for Writing

Pretend you are the student that needs to visit the principal. Write a letter to you parents explaining your school day, why you were called down to the office, and the outcome of the meeting.

Writing and Convention Standards

For this task, students will:

- ☐ write complete, super sentences.
- ☐ add details and explanations to expand writing.
- ☐ use most conventional spelling.
- ☐ use adjectives.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ have a clear plot.
- ☐ describe the setting and characters.
- ☐ vary sentence beginnings.
- ☐ use meaningful word choice.
- ☐ use dialogue.
- ☐ use correct capitalization.
- ☐ use correct punctuation.
- ☐ include parts of a letter: heading, date, salutation or greeting, body of letter, closing, signature.
- ☐ use commas in greetings and closings.

Name: _____

Second Grade - Quarter 3

Pre/Post Writing Prompt

Speculative/Letter Writing

Principal Visit

Writing Situation

An announcement is made over the loudspeaker. The principal needs to see a student from your class immediately. The student seems extremely surprised to have to meet with the principal.

Directions for Writing

Pretend you are the student that needs to visit the principal. Write a letter to you parents explaining your school day, why you were called down to the office, and the outcome of the meeting.

Writer's Checklist

Remember to:

- ☐ write complete, super sentences.
- ☐ add details and explanations to expand writing.
- ☐ use most conventional spelling.
- ☐ use adjectives.
- ☐ stay on topic.
- ☐ write in a logical sequence with smooth transitions.
- ☐ have a clear plot.
- ☐ describe the setting and characters.
- ☐ vary sentence beginnings.
- ☐ use meaningful word choice.
- ☐ use dialogue.
- ☐ use correct capitalization.
- ☐ use correct punctuation.
- ☐ include parts of a letter: heading, date, salutation or greeting, body of letter, closing, signature.
- ☐ use commas in greetings and closings.

Second Grade - Quarter 4

Pre/Post Writing Prompt

Pre/Post Assessment

Administer the same prompt at the beginning and end of the Persuasive Writing Unit.

Persuasive Writing

The Best Place

Writing Situation

Think about a special place. It may be somewhere around your home or school, some place you may have gone, a field trip, or a place you went with your family. How would you describe this place to your friends to help them make a mental image of what it looks like, and what you did when you were there?

Directions for Writing

Write a description of your special place telling the readers why they should visit it. Think about what makes this place different from other places. Explain why you think this place is the best place to visit. Use your five senses to help describe the place. Think about what it looks like, the sounds you might hear, or any smells that would help describe this place to someone who has not been there. You can use your other senses, touch and taste, to help describe this place too.

Writing and Convention Standards

For this task, students will:

- ☐ write complete, super sentences.
- ☐ write to a clearly identifiable audience.
- ☐ include numerous details and explanations.
- ☐ support opinion with factual information.
- ☐ use conventional spelling.
- ☐ use linking words: because, also, another, etc.
- ☐ use adjectives.
- ☐ stay on topic.
- ☐ include a strong lead.
- ☐ include a closing statement.
- ☐ write in a logical sequence with smooth transitions.
- ☐ vary sentence beginnings.
- ☐ use strong word choice.
- ☐ write using proper tense.
- ☐ use correct capitalization.
- ☐ use correct punctuation.

Name: _____

Second Grade - Quarter 4

Pre/Post Writing Prompt

Persuasive Writing

The Best Place

Writing Situation

Think about a special place. It may be somewhere around your home or school, some place you may have gone, a field trip, or a place you went with your family. How would you describe this place to your friends to help them make a mental image of what it looks like, and what you did when you were there?

Directions for Writing

Write a description of your special place telling the readers why they should visit it. Think about what makes this place different from other places. Explain why you think this place is the best place to visit. Use your five senses to help describe the place. Think about what it looks like, the sounds you might hear, or any smells that would help describe this place to someone who has not been there. You can use your other senses, touch and taste, to help describe this place too.

Writer's Checklist

Remember to:

- ☐ write complete, super sentences.
- ☐ write to a clearly identifiable audience.
- ☐ include numerous details and explanations.
- ☐ support opinion with factual information.
- ☐ use conventional spelling.
- ☐ use linking words: because, also, another, etc.
- ☐ use adjectives.
- ☐ stay on topic.
- ☐ include a strong lead.
- ☐ include a closing statement.
- ☐ write in a logical sequence with smooth transitions.
- ☐ vary sentence beginnings.
- ☐ use meaningful word choice.
- ☐ write using proper tense.
- ☐ use correct capitalization.
- ☐ use correct punctuation.

**Monroe Township School District
Second Grade Writing Rubrics**

	Limited Command 1	Emerging Command 2	Developing Command 3	Exellent 4	Proficient 5
Content and Organization	<ul style="list-style-type: none"> Writes a simple sentence about a topic Includes only 1 or no elements of the writing genre 	<ul style="list-style-type: none"> Writes more than one related sentence about a topic May attempt to use supporting details not always related to the main idea Ideas may be disorganized Includes at least 2 of the necessary elements of the writing genre 	<ul style="list-style-type: none"> Develops a beginning, middle, and end Developing use of main idea Use of supporting details and/or explanations, may drift or shift in focus Has limited use of transition between ideas Includes some of the necessary elements of the writing genre 	<ul style="list-style-type: none"> Demonstrates a beginning, middle, and end Writes with a main idea and/or explanations Has logical/rational progression of ideas Developing use of transitions between ideas Includes most of the necessary elements of the writing genre 	<ul style="list-style-type: none"> Writes a clear beginning, middle, and end Writes with distinct main idea Adds numerous, explicit, and varied supporting details and/or explanations Has logical/rational progression of ideas Has transitions between ideas Includes all necessary elements of the writing genre
Sentences	<ul style="list-style-type: none"> Weak word choice Lacks descriptive words 	<ul style="list-style-type: none"> Tense varies Limited or no use of pronouns Weak word choice Little or no use of descriptive words 	<ul style="list-style-type: none"> Tense may vary Limited use of pronouns Attempts a variety of meaningful word choice Attempts use of descriptive words 	<ul style="list-style-type: none"> Generally a proper use of tense Uses pronouns Developing varied/meaningful word choice Uses a variety of descriptive words 	<ul style="list-style-type: none"> Proper use of tense Effective use of pronouns Uses insightful, varied word choice Uses interesting, varied descriptive words
Mechanics: Capitalization Punctuation Spelling	<ul style="list-style-type: none"> Uses mostly transitional spelling Uses mostly lowercase letters May attempt to use punctuation 	<ul style="list-style-type: none"> Uses transitional and some conventional spelling Uses lowercase letters consistently begins sentences with capital letter Uses a period 	<ul style="list-style-type: none"> Uses most conventional spelling, some transitional begins sentences with capital letters and attempts to capitalize proper nouns May attempt to use a variety of ending marks (, ?) 	<ul style="list-style-type: none"> Uses conventional spelling, takes risks with challenging vocabulary Capital letters begin sentences and are used for proper nouns Uses correct ending marks (, ?) 	<ul style="list-style-type: none"> Uses conventional spelling and challenging vocabulary Uses correct capitalization Uses appropriate, varied punctuation

