

2nd Grade Narrative Story Writing Rubric – Unit 1

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.2.3 (L)	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively recounts a well-elaborated event or short sequence of events; clear beginning, middle and end. <input type="checkbox"/> skillfully uses multiple transitions to signal event order (<i>e.g., before, during, after</i>). <input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recounts an event or short sequence of events; may be lacking a beginning, middle, or end. <input type="checkbox"/> uses a few, 1-2, transitions to signal event order. <input type="checkbox"/> provides a simple sense of closure. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to recount an event or short sequence of events; leaves out a beginning, middle, and end. <input type="checkbox"/> does not use transition words. <input type="checkbox"/> does not provide a sense of closure. 	<p>7-9 = Meets 5-6 = Approaching < 5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	W.2.3 (L)	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> includes some specific, interesting, or vivid details to describe actions, thoughts, and feelings. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple details to describe actions, thoughts, and feelings. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to include details to describe actions, thoughts, or feelings. 	<p>5-6 = Meets 4 = Approaching < 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
Language	L.2.1 (L)	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing. 	<p>7-9 = Meets 5-6 = Approaching < 5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	L.2.2 (L)	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors). 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors). 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors). 	
	(L.2.5) (L.2.6) (L)	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of colorful <u>words</u> and phrases that make the writing interesting. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates basic <u>words</u> and phrases; features functional vocabulary that communicates the message. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of <u>words</u> making the message unclear. 	

2nd Grade Narrative Story Writing Rubric – Unit 1 (Continued)

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

() = partially meets requirements of the standard.

Underlined text = the focus of instruction when only a portion of the standard is assessed.

L = Learned M = Mastered A = Applied

Score “O” - The writing is scored with “O” when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. 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*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

2nd Grade Informative/Explanatory Text-Based Writing Rubric with Shared Research – Unit 2
W.2.2. Write informative/explanatory text to examine a topic.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
Reading Comprehension*	(RI.2.1) or (RL.2.1) (L/M)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates accurate understanding of key details in the story when writing by answering 2 or more questions that address <u>who, what, where, when, why and/or how.</u>	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of key details in the story when writing by answering at least 1 question that addresses <u>who, what, where, when, why, and/or how.</u>	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates limited understanding of key details in the story when writing by not answering any questions that address <u>who, what, where, when, why and/or how.</u>	<p>3 = Meets</p> <p>2 = Approaching</p> <p>1 = Below</p> <p>Subtotal:</p>	
	Writing	W.2.2 (L)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> begins with a clear and interesting topic sentence that tells about the topic or book.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> includes a topic sentence that may be unclear.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not include a topic sentence.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <p>Subtotal:</p>
		W.2.2 (L)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p>
Writing	W.2.7 (L)	<input type="checkbox"/> skillfully uses 2 or more <u>facts</u> or definitions to <u>develop points.</u>	<input type="checkbox"/> uses at least 1 <u>fact</u> or definition to <u>develop points.</u>	<input type="checkbox"/> is missing a <u>fact</u> or definition; <u>fact</u> or definition is irrelevant.	<p>Subtotal:</p>	
	(W.2.7) (W.2.8) (L)	<input type="checkbox"/> accurately integrates information gathered about the topic from 2 or more sources to answer a question.	<input type="checkbox"/> makes limited reference to information gathered about the topic from 1 source to answer a question.	<input type="checkbox"/> does not make reference to information gathered about the topic from any sources to answer a question.		

2nd Grade Informative/Explanatory Text-Based Writing Rubric with Shared Research – Unit 2 (Continued)

W.2.2. Write informative/explanatory text to examine a topic.

Language	L.2.1 (L)	(Sentence Fluency) The writing: <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	(Sentence Fluency) The writing: <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	(Sentence Fluency) The writing: <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6= Approaching <5 = Below
	L.2.2 (L)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.2.6) (L)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words making the message unclear.	

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.
Underlined Text = that portion of the standard that is the focus of instruction and assessment in this unit.
 L = Learned M = Mastered A = Applied

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

22 – 27 = Meets Grade Level Expectations

16 – 21 = Approaching Grade Level Expectations

< 16 = Below Grade Level Expectations

Overall Score:

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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2nd Grade Opinion Text-Based Writing Rubric – Unit 3

W.2.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
Reading Comprehension*	(RL.2.1) or (RI.2.1) (L/M)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates accurate understanding of key details in the story when writing by answering 2 or more questions that address <u>who, what, where, when, why</u> and/or <u>how</u> .	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of key details in the story when writing by answering at least 1 question that addresses <u>who, what, where, when, why</u> , and/or <u>how</u> .	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates limited understanding of key details in the story by not answering any questions that address <u>who, what, where, when, why</u> and/or <u>how</u> .	3 = Meets 2 = Approaching 1 = Below <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto; text-align: center;">Subtotal:</div>	
	Writing	W.2.1 (L)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> introduces a topic or book in an engaging way that draws the reader in. <input type="checkbox"/> provides a clearly stated opinion related to the topic or book. <input type="checkbox"/> provides an effective concluding statement or section that reminds the reader of their opinion.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> offers a beginning (or partially developed) introduction to the topic or book. <input type="checkbox"/> states an opinion somewhat related to the topic or book. <input type="checkbox"/> provides a simple concluding statement or section; may not remind readers of their opinion.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not introduce or reference the topic or book. <input type="checkbox"/> does not state an opinion. <input type="checkbox"/> does not provide a concluding statement or section.	7-9 = Meets 5-6 = Approaching < 5 = Below <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto; text-align: center;">Subtotal:</div>
			<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> provides 2 or more reasons that strongly support the opinion. <input type="checkbox"/> uses a variety of linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> provides at least 1 reason that adequately supports the opinion. <input type="checkbox"/> uses 1-2 linking words to connect opinion and reasons; may be redundant.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> offers no reasons to support the opinion. <input type="checkbox"/> does not connect opinions with reasons.	7-9 = Meets 5-6 = Approaching < 5 = Below <div style="border: 1px solid black; width: 50px; height: 30px; margin: 5px auto; text-align: center;">Subtotal:</div>

2nd Grade Opinion Text-Based Writing Rubric - Unit 3 (continued)

W.2.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language	L.2.1 (L)	(Sentence Fluency) The writing: <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	(Sentence Fluency) The writing: <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	(Sentence Fluency) The writing: <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.2.2 (L)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.2.6) (L)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words making the message unclear.	
() = partially meets expectations of the standard.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. <u>Underlined text</u> = that portion of the standard that is the focus of instruction and assessment in this unit. L = Learned M = Mastered A = Applied		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
		24 – 30 = Meets Grade Level Expectations 18 – 23 = Approaching Grade Level Expectations < 23 = Below Grade Level Expectations			Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; vertical-align: middle;"></div>

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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2nd Grade Narrative Story Writing Rubric – Unit 4

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Writing	W.2.3 (L/M)	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively recounts a well-elaborated event or short sequence of events; clear beginning, middle and end. <input type="checkbox"/> skillfully uses multiple transitions to signal event order (<i>e.g., before, during, after</i>). <input type="checkbox"/> provides a sense of closure that is effective, interesting or thoughtful. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> recounts an event or short sequence of events; may be lacking a beginning, middle, or end. <input type="checkbox"/> uses a few, 1-2, transitions to signal event order. <input type="checkbox"/> provides a simple sense of closure. 	<p>(Organization & Structure) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> fails to recount an event or short sequence of events; leaves out a beginning, middle, and end. <input type="checkbox"/> does not use transition words. <input type="checkbox"/> does not provide a sense of closure. 	<p>7-9 = Meets 5-6 = Approaching < 5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	W.2.3 (L/M)	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> effectively addresses the prompt/task with a clear, focused, engaging response. <input type="checkbox"/> includes some specific, interesting, or vivid details to describe actions, thoughts, and feelings. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> addresses the prompt/task with some drift in focus. <input type="checkbox"/> offers some simple details to describe actions, thoughts, and feelings. 	<p>(Ideas & Content) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> does not address the prompt/task; lacks focus. <input type="checkbox"/> fails to include details to describe actions, thoughts, or feelings. 	<p>5-6 = Meets 4 = Approaching < 4 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
Language	L.2.1 (L)	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read. 	<p>(Sentence Fluency) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing. 	<p>7-9 = Meets 5-6 = Approaching <5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;">Subtotal:</div>
	L.2.2 (L)	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors). 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors). 	<p>(Conventions) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors). 	
	(L.2.5) (L.2.6) (L/M)	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message. 	<p>(Word Choice & Vocabulary) The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> uses a limited range of words making the message unclear. 	

2nd Grade Narrative Story Writing Rubric – Unit 4 (Continued)

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events.

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task.

() = partially meets requirements of the standard.

Underlined text = the focus of instruction when only a portion of the standard is assessed.

L = Learned M = Mastered A = Applied

Score "0" - The writing is scored with "0" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
- c. Use reflexive pronouns (e.g., *myself, ourselves*).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. 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*).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use commas in greetings and closings of letters.
- c. Use an apostrophe to form contractions and frequently occurring possessives.
- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
- e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.

- a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).
- b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

2nd Grade Informative/Explanatory Text-Based Writing Rubric – Unit 5
W.2.2. Write informative/explanatory text to examine a topic.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Reading Comprehension*	(RI.2.1) or (RL.2.1) (M/A)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates accurate understanding of key details in the story when writing by answering 2 or more questions that address <i>who, what, where, when, why and/or how.</i>	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of key details in the story when writing by answering at least 1 question that addresses <i>who, what, where, when, why, and/or how.</i>	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates limited understanding of key details in the story when writing by not answering any questions that address <i>who, what, where, when, why and/or how.</i>	<p>3 = Meets</p> <p>2 = Approaching</p> <p>1 = Below</p> <p>Subtotal:</p>
	W.2.2 (L/M)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> begins with a clear and interesting topic sentence that tells about the topic or book.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> includes a topic sentence that may be unclear.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not include a topic sentence.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <p>Subtotal:</p>
	W.2.2 (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> maintains a consistent focus on the prompt/task with an engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; wanders off task & doesn't return.	<p>5-6 = Meets</p> <p>4 = Approaching</p> <p>< 4 = Below</p> <p>Subtotal:</p>
		<input type="checkbox"/> provides an effective concluding statement or section that is interesting or thoughtful.	<input type="checkbox"/> provides a simple concluding statement or section; may be unclear.	<input type="checkbox"/> does not provide a concluding statement or section.	
		<input type="checkbox"/> skillfully uses 2 or more facts and definitions to develop points.	<input type="checkbox"/> uses at least 1 fact and definition to develop points.	<input type="checkbox"/> is missing facts or definitions; facts or definitions are irrelevant.	

2nd Grade Informative/Explanatory Text-Based Writing Rubric – Unit 5 (Continued)

W.2.2. Write informative/explanatory text to examine a topic.

Language	L.2.1 (L)	(Sentence Fluency) The writing: <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	(Sentence Fluency) The writing: <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	(Sentence Fluency) The writing: <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6= Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.2.2 (L)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.2.6) (L)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of words and phrases that make the writing interesting.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words making the message unclear.	

*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. () = partially meets requirements of the standard.

Underlined Text = that portion of the standard that is the focus of instruction and assessment in this unit.

L = Learned M = Mastered A = Applied

Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.

19 – 24 = Meets Grade Level Expectations

14 – 18 = Approaching Grade Level Expectations

< 14 = Below Grade Level Expectations

Overall Score:

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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2nd Grade Opinion Text-Based Writing Rubric – Unit 6

W.2.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded	
Reading Comprehension*	(RL.2.1) or (RI.2.1) (M/A)	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates accurate understanding of key details in the story when writing by answering 2 or more questions that address <i>who, what, where, when, why and/or how</i> .	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates some understanding of key details in the story when writing by answering at least 1 question that addresses <i>who, what, where, when, why, and/or how</i> .	<p>(Citing Text) The writing:</p> <input type="checkbox"/> demonstrates limited understanding of key details in the story by not answering any questions that address <i>who, what, where, when, why and/or how</i> .	<p>3 = Meets</p> <p>2 = Approaching</p> <p>1 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>	
	Writing	W.2.1 (L/M)	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> introduces a topic or book in an engaging way that draws the reader in.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> offers a beginning (or partially developed) introduction to the topic or book.	<p>(Organization & Structure) The writing:</p> <input type="checkbox"/> does not introduce or reference the topic or book.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p>< 5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
			<input type="checkbox"/> provides a clearly stated opinion related to the topic or book.	<input type="checkbox"/> states an opinion somewhat related to the topic or book.	<input type="checkbox"/> does not state an opinion.	
Writing	W.2.1 (L/M)	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> skillfully addresses the prompt/task with a clear, focused, engaging response.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> addresses the prompt/task with some drift in focus.	<p>(Ideas & Content) The writing:</p> <input type="checkbox"/> does not address the prompt/task; lacks focus.	<p>7-9 = Meets</p> <p>5-6 = Approaching</p> <p><5 = Below</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>	
		<input type="checkbox"/> provides 2 or more reasons that strongly support the opinion.	<input type="checkbox"/> provides at least 1 reason that adequately supports the opinion.	<input type="checkbox"/> offers no reasons to support the opinion.		
		<input type="checkbox"/> uses a variety of linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons.	<input type="checkbox"/> uses 1-2 linking words to connect opinion and reasons; may be redundant.	<input type="checkbox"/> does not connect opinions with reasons.	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>	

2nd Grade Opinion Text-Based Writing Rubric - Unit 6 (continued)

W.2.1 Write opinion pieces about topics or books.

Construct Measured		3 = Meets Grade Level Expectations	2 = Approaching Grade Level Expectations	1 = Below Grade Level Expectations	Points Awarded
Language	L.2.1 (L/M)	(Sentence Fluency) The writing: <input type="checkbox"/> uses a variety of sentences that flow smoothly and/or a variety of sentence beginnings; enjoyable to read.	(Sentence Fluency) The writing: <input type="checkbox"/> has simple sentence patterns with little variety, begins sentences in the same way; message can be understood when read.	(Sentence Fluency) The writing: <input type="checkbox"/> includes part of a sentence that may be decodable and/or uses disconnected words that cannot be read as writing.	7-9 = Meets 5-6 = Approaching <5 = Below <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;">Subtotal:</div>
	L.2.2 (L/M)	(Conventions) The writing: <input type="checkbox"/> demonstrates strong control of capitalization, punctuation, and spelling; errors are few and minor (0-3 errors).	(Conventions) The writing: <input type="checkbox"/> contains occasional errors in capitalization, punctuation, and spelling, however, it does not interfere with understanding (4-6 errors).	(Conventions) The writing: <input type="checkbox"/> numerous errors in capitalization, punctuation, and spelling throughout that serve to distract the reader and make the text difficult to understand (7 or more errors).	
	(L.2.6) (L/M)	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> accurately uses a variety of colorful words and phrases that make the writing interesting.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> incorporates basic words and phrases; features functional vocabulary that communicates the message.	(Word Choice & Vocabulary) The writing: <input type="checkbox"/> uses a limited range of words making the message unclear.	
() = partially meets expectations of the standard.		*Reading evidence outcomes may vary depending on the type of textual evidence required by the specific writing prompt and/or task. <u>Underlined text</u> = that portion of the standard that is the focus of instruction and assessment in this unit. L = Learned M = Mastered A = Applied		Score "O" - The writing is scored with "O" when there is no response, the response is too limited to evaluate, the response is undecipherable, and/or the response is not written in English.	
		24 – 30 = Meets Grade Level Expectations 18 – 23 = Approaching Grade Level Expectations < 23 = Below Grade Level Expectations			Overall Score: <div style="border: 1px solid black; width: 60px; height: 40px; display: inline-block; vertical-align: middle;"></div>

<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). 	<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>L.2.5. Demonstrate understanding of word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). <p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>
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