

Writing Rubric Second Grade

1. Writes fiction/fantasy/personal stories that include characters, settings, problem/solution and events written in order.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Creating Story Maps • Graphic organizers/sequencing events • LC: <i>Small Moments</i>, Sessions 1-13 • Shared and modeled writing of personal stories • Discussion in read-alouds 		<ul style="list-style-type: none"> • Writing Conferences • Author's Chair • Writing samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student's stories are brief and may not include beginning, middle, and end.</p> <p>*Student may be able to produce a picture and tell a story about it.</p>	<p>*Student's stories include beginning, middle, and end, but are difficult to understand or interpret.</p> <p>*Student needs assistance to write a coherent story.</p>	<p>*Student writes coherent stories that have a beginning, middle, and end.</p> <p>*Student writes stories that have readily identifiable elements (characters, setting, problem, and solution).</p>

2. Begins to write poetry based on reading a variety of grade level poetry.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Poetry Journals • LC: <i>Poetry: Powerful Thoughts in Tiny Packages</i>, Sessions 1-12 • <i>Sing a Song of Poetry</i>, Grade 2 • Shared reading of poetry 		<ul style="list-style-type: none"> • Writing conferences • Author's chair • Writing samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student begins to recognize poetry as a genre of writing, but needs consistent support to practice it.</p>	<p>*Student recognizes interesting language, but does not include it in his/her writing.</p> <p>*Student only revises according to teacher prompts.</p> <p>*Student poems share limited application of poetic elements.</p>	<p>*Student uses interesting language and word choice when writing poetry.</p> <p>*Student plans, produces, and revises poems with guidance.</p> <p>*Student's poems show application of descriptive language, rhythm, line breaks, and poetic form.</p>

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3. Produces a magazine article that describes something/someone, lists features of an item or tells how to do something.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Shared writing • Class newspaper • LC: <i>Nonfiction Writing</i>, Sessions 1-6 		<ul style="list-style-type: none"> • Student samples • Writing conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
*Student's pieces appear out of sequence and disorganized. *One to two episodes are generated only with teacher assistance.	*With assistance, student writes a nonfiction piece. *Episodes are limited (2 -5).	*Student writes pieces that have a clear sense of sequence. *Student writes pieces that contain multiple episodes that relate to the overall theme.

4. Produces and presents a research project based on two research questions with help from the teacher. The steps should include the writing process.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Nonfiction Writing: All About Books</i>, Sessions 7, 13 • Inter-connections between science and social studies units • Collaboration with media specialist • Literature genre studies (author study or biography report) 		<ul style="list-style-type: none"> • Writing samples • Writing conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
*Student research questions are difficult to understand or not on topic.	*Student proposes research questions with teacher guidance. *Student needs prompts or redirection to understand and adhere to a nonfiction writing style. *Student writing is difficult to understand, usually lacking organization.	*Student proposes relevant research questions. *Student's writing style indicates awareness of nonfiction genre and purpose. *Student plans topic and organization of writing. *Student shares, accepts feedback, and revises writing accordingly.

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5. Thinks about the audience and the purpose for writing.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Writing for Readers</i>, • LC: <i>Nonfiction Writing: Procedures and Reports</i>, Sessions 3, 4, 9 • LC: <i>Authors as Mentors</i>, Sessions 9-11, <i>Writing Many Moments Stories</i> 		<ul style="list-style-type: none"> • Writing conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors include:
<p>*Student's stories are repetitive and may reflect only personal narrative structure.</p> <p>*Student's writing style does not change based on purpose or audience.</p>	<p>*Student shares writing with an audience.</p> <p>*Student writing style reflects awareness of audience and purpose for writing (to tell a story, to entertain, to inform)</p>	<p>*Student is able to identify audience and write in a style that reflects the purpose for writing.</p> <p>*Student moves easily from one purpose for writing to another.</p>

6. Writes two paragraphs, each containing a main idea and details.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Nonfiction Writing: All About Books</i>, Sessions 7-13 • LC: <i>Small Moments</i>, Sessions 4, 8, 11 • Constructed responses from Everyday Math • Response journals in guided reading 		<ul style="list-style-type: none"> • Writing conferences • Student writing samples • Reading conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student needs support to develop topic, sentence, details and closing sentence.</p>	<p>*Student can write topic sentence but needs assistance to generate details and closing sentence.</p>	<p>*Student produces two paragraphs about one topic with a main idea, three supporting details, and a closing sentence.</p>

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7. Makes changes to his/her own writing to fit the needs of the audience and the purpose of the project.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Writing for Readers</i>: Sessions 10-14 • LC: <i>The Craft of Revision</i>: Sessions 1-14 • LC: <i>Small Moments</i>, Session 14 		<ul style="list-style-type: none"> • Writing conferences • Writing samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student revises content with one-on-one support.</p> <p>*Student uses extra capital letters and neglects ending punctuation unless prompted to add it.</p>	<p>*Student needs assistance to make revisions, including adding and deleting irrelevant details, leads and endings.</p> <p>*Ongoing support is needed to use proper ending punctuation, capitalization, and quotation marks, although some application is used by the student, perhaps not always consistent or accurate.</p>	<p>*Student initiates content revision with independence.</p> <p>*Student adds details, deletes irrelevant details, and revises leads and endings.</p> <p>*Student adds capital letters, periods, and quotation marks where needed.</p> <p>*Student organizes content so that paragraphs include main idea and details.</p>

8. Writes a story from his/her viewpoint or in third person.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Launching the Writing Workshop</i>: All Sessions • LC: <i>Small Moments</i>: All Sessions • LC: <i>Authors as Mentors</i>: Sessions 9-13 		<ul style="list-style-type: none"> • Writing Samples • Writing conferences • Teacher Observations • Sharing Sessions
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student does not show understanding of third person point of view.</p>	<p>*Student use of pronouns is not always consistent when telling a personal story.</p> <p>*Student sometimes switches from first to third person in the same story.</p>	<p>*Student writing shows use of proper pronouns when telling a personal story.</p> <p>*Student's writing style indicates awareness of differences in first person and third person point of view.</p> <p>*Student chooses and plans a point of view to fit the purpose of writing</p>

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9. Develops a personal style in oral, written or acted out messages in both narrative and informational writing. Example: Expresses feelings, uses details and shows examples.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Small Moments</i>, Session 12 • LC: <i>Authors as Mentors</i>, Sessions 9-14. • LC: <i>Revision</i>, Sessions, 3, 8-9 • Content integration with Social Studies or Science • Author studies 		<ul style="list-style-type: none"> • Writing samples • Writing conferences • Reader's Theatre • Author's chair
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student needs assistance to add more details.</p> <p>*Student begins to use details, but they are limited.</p>	<p>*Student uses some descriptive details, but needs assistance to write strong leads or use interesting language.</p>	<p>*Student uses descriptive details, strong leads, show-not-tell, repetition, and interesting language.</p>

10. Writes with complete sentences using nouns, verbs, commas, contractions and capitalization.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Small Moments</i>: Sessions 1-4 • LC: <i>Writing for Readers</i>, All Sessions • LC: <i>Authors as Mentors</i>, Sessions 1-8 • F & P: <i>Phonics Lessons</i>, WS 10-12 		<ul style="list-style-type: none"> • Teacher observation • Writing conferences • Writing samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student does not write complete sentences.</p> <p>*Student struggles with basic sentence structure.</p> <p>*Student does not use conventions often making his/her writing difficult to read.</p> <p>*Writing may be missing punctuation and/or capitalization.</p>	<p>*Student writes complete sentences with support.</p> <p>*Student uses repetitive sentence structure.</p> <p>*Student's use of conventions is inconsistent.</p>	<p>*Student writes complete sentences.</p> <p>*Student chooses appropriate and varied sentence structure.</p> <p>*Student applies conventions to writing including punctuation, capitalization, and some conventional spelling.</p>

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11. Correctly spells two-syllable words s/he sees often including words with common suffixes and prefixes.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • LC: <i>Writing for Readers</i>: Sessions 3-4, 7-8, 12-13 • F & P: <i>Phonics Lessons</i>, HF (all), WS 1-9, 13-28. 		<ul style="list-style-type: none"> • Writing samples • Teacher observation • Class work samples • Content area writing • Buddy Study Lessons
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student has many high frequency words spelled incorrectly in writing.</p> <p>*Student relies on several prompts to improve spelling.</p> <p>*Student uses much invented spelling that may or may not reflect letter sound relationships.</p>	<p>*Student spells some common words correctly, but does not demonstrate conventional spelling consistently over time.</p> <p>*Student needs prompting to use resources to improve spelling.</p>	<p>*Student correctly spells most two-syllable words (particularly those with common chunks) in writing samples, routine class work and content area writing.</p> <p>*Student uses print resources (personal dictionary, word wall, word lists and so on) when needed to spell words correctly.</p>

12. Uses beginning and simple ending parts of words, or word lists provided by the teacher to figure out how to spell more words.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • F & P: <i>Phonics Lessons</i> HF 1-9, SP 1-17 • LC: <i>Small Moments</i>: Session 10 • LC: <i>Writing for Readers</i>: Session 3, 4, 6, 8 • LC: High frequency word lists • Interactive word wall displayed 		<ul style="list-style-type: none"> • Teacher observation • Writing conferences • Student writing samples • Buddy study lessons
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student has not demonstrated the ability or skills necessary to utilize classroom resources such as word walls or personal dictionaries to help his/her spelling.</p>	<p>*Student inconsistently uses tools to improve spelling, and often relies on teacher prompting to use spelling strategies.</p> <p>*Student can identify classroom spelling resources with assistance.</p>	<p>*Student frequently uses tools available in the classroom such as word walls, word lists, personal dictionaries, and class dictionaries during writing workshop.</p> <p>*Student can articulate what resources are available in the classroom to help him spell a word.</p>

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13. Fluently forms upper and lower case letters neatly so that people can read them.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Handwriting Without Tears • LC: <i>Writing for Readers</i>, Sessions 1, 2, 9 • F & P: <i>Phonics Lessons</i>, Verbal Path for Letter Formation (First Grade Resource Book) • Modeling through shared and interactive writing 		<ul style="list-style-type: none"> • Writing Samples • Teacher observation
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student handwriting and lack of proper letter formation sometimes affects readability.</p> <p>*Student writing is difficult to read because of spacing or improper line usage.</p>	<p>*Student writes fluently, but not always forming letters properly.</p>	<p>*Student writes fluently, using proper letter formation.</p> <p>*Student uses appropriate care when writing sentences (ie. beginning with capital letters, no upper case letters used inappropriately).</p>

14. Begin to write the cursive alphabet.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Handwriting without Tears • F & P: Verbal Path for Cursive Writing (Third grade Resource Binder) 		<ul style="list-style-type: none"> • Teacher observation • Handwriting samples
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student uses mostly print, but is beginning to use some cursive letter formation.</p>	<p>*Student sometimes mixes printing and cursive handwriting.</p> <p>*Student confidently writes cursive letters, although is not always able to form them correctly.</p>	<p>*Student practices cursive alphabet in handwriting mini-lessons.</p> <p>*Student begins to show understanding of cursive letter formation and connections.</p>

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15. Is enthusiastic about writing and learning to write.		
Opportunities to Teach Include:		Examples/Opportunities to Assess Include:
<ul style="list-style-type: none"> • Sharing during writing workshop • LC: Celebrations in all units (See the last two sessions in each unit.) • Teacher's daily interest, enthusiasm and approval of student writing. 		<ul style="list-style-type: none"> • Teacher observation • Writing conferences
Beginning Behaviors Include:	Developing Behaviors Include:	Secure Behaviors Include:
<p>*Student demonstrates behavior of a reluctant writer, often not starting promptly, or avoiding writing tasks.</p> <p>*Student appends too much time brainstorming and does not use writing time productively.</p> <p>*Student is apprehensive about writing workshop.</p>	<p>*Student sometimes needs prompting for ideas.</p> <p>*Student begins to use writing workshop time productively.</p> <p>*Student is developing a sense of pride in written work.</p> <p>*Student indicates a desire to write during writing conferences.</p>	<p>*Student shows eagerness and confidence when asked to write.</p> <p>*Student takes pride in written work.</p> <p>*Student engages in writing workshop productively.</p> <p>*Student talks about writing projects and plans for future writing.</p> <p>*Student demonstrates excitement about writing projects by planning for future projects.</p>

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