**Second Grade Opinion Writing Rubric**

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| ELACC2W1: 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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. | | | | | | |
| **Standards** | **PROGRESSING/**  **PRACTICING WRITER**  **“I am striving to meet expectations.”**  **1** | **PROGRESSING**  **WRITER**  **“I am working towards expectations!”**  **2** | | **ACCOMPLISHING/**  **CAPABLE WRITER**  **“I am meeting expectations!”**  **3** | **CONFIDENT WRITER**  **“I am exceeding expectations!”**  **4** | **Points** |
| **IDEA DEVELOPMENT** | I NEED:   * an opinion/position sentence about the given topic * evidence of focus on persuasive purpose * relevant reasons/text evidence that support my opinion * a conclusion that restates the opinion/position | I HAVE:   * an unclear/confusing opinion/position sentence about the given topic * little evidence of focus on persuasive purpose * some reasons/text evidence that support my opinion * a conclusion that is unclear/confusing | | I HAVE:   * stated a clear opinion/position sentence about the given topic * generally consistent evidence of focus on persuasive purpose * all supporting reasons/text evidences support my opinion, some are developed (explained) * a clear conclusion that restates the opinion/position | I HAVE:   * a developed opinion/position sentence about the given topic * a sustained focus on persuasive purpose * all supporting reasons/text evidences support my opinion, almost all are developed (explained) * a developed conclusion that summarizes the opinion/position |  |
| **ORGANIZATION** | * an organizational pattern: begin with one clear opinion, reasons/text evidences & explanations in a logical order, end with the same clear opinion * to arrange ideas in a meaningful order * evidence of transitions/linking words | * some evidence organizational pattern: begins or ends with one clear opinion, reasons/text evidences are in a logical order, some may be grouped with an explanation/elaboration * started to arrange ideas in a meaningful order * few/repeated transitions/linking words | | * a logical organizational pattern: begins and ends with one clear opinion, all reasons/text evidences are in a logical order, most grouped with an explanation/elaboration * generally grouped ideas together in a meaningful order * genre specific transitions/linking words | * a logical organizational pattern may be arranged traditionally or in more complex organization of opinion and supporting evidence, almost all evidence is grouped with an explanation/elaboration * related ideas are consistently grouped together in a meaningful order * varied and genre specific transitions/linking words |  |
| **STYLE/VOICE** | * To show evidence of audience awareness * Writer’s Voice * Evidence of interesting word choice | * Some evidence of audience awareness * Begun to show hints of a writer’s voice * Simple or repetitive word choice | | * Captured the audience * Use my writer’s voice in several places * A mixture of simple and interesting word choice (descriptive language, sensory details, strong verbs) | * Engaged the audience throughout * Clearly used my writer’s voice to connect with the reader throughout my piece * A consistent and varied use of interesting word choice (descriptive language, sensory details, strong verbs) |  |
| **Conventions (from the back)** | | | **Total points (from the front & back)** | | | |

**Second Grade Conventions Rubric 2014-15**

Use this part of the rubric to determine **one score** for conventions. SCORE:\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. | | | | |
|  | **1** | **2** | **3** | **4** |
| Handwriting | | | | |
| I print uppercase and lowercase letters correctly. | rarely | less than half the time | more than half the time | almost always |
| Sentence Formations (not punctuation) | | | | |
| I can write complete simple **statements.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **questions.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **exclamations or commands.** | rarely | less than half the time | more than half the time | almost always |
| Using different types of words | | | | |
| I can use nouns correctly.  common/proper possessive  singular/plural collective | rarely | less than half the time | more than half the time | almost always |
| I can use pronouns correctly.  personal, possessive, and reflexive | rarely | less than half the time | more than half the time | almost always |
| I have used adjectives and/or adverbs as describing words. | rarely | less than half the time | more than half the time | almost always |
| I can use past, present, and future tense verbs correctly (regular and irregular). | rarely | less than half the time | more than half the time | almost always |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | | | | | |
|  | | **1** | **2** | | **3** | | **4** |
| Capitalization | | | | | | | |
| I capitalize the first letter of a sentence. | | rarely | less than half the time | | more than half the time | | almost always |
| I capitalize people’s names, geographic places, products, dates and holidays. | | rarely | less than half the time | | more than half the time | | almost always |
| Punctuation | | | | | | | |
| I use correct end punctuation on my sentences. | | rarely | less than half the time | | more than half the time | | almost always |
| I use commas correctly.  date separate items in a series/list  in a letter | | rarely | less than half the time | | more than half the time | | almost always |
| Spelling: I can spell words correctly. | | | | | | | |
| **1** | **2** | | | **3** | | **4** | |
| * Frequent errors in simple words that interfere with understanding meaning. * Most errors do not draw on knowledge of sound-letter relationships. | * Some (about ½) simple words spelled correctly. * Some errors interfere with understanding the meaning. * Some errors in words with 2nd grade spelling patterns. * Some errors draw on knowledge of sound-letter relationship. | | | * Most simple words spelled correctly. * Most errors do not interfere with understanding the meaning. * Most words with 2nd grade spelling patterns are spelled correctly. * Most errors draw on knowledge of sound-letter relationship. | | * Majority of words are spelled correctly. * Few spelling errors, none interfere with understanding the meaning. * Almost all words with 2nd grade spelling patterns are spelled correctly. | |