

Semester ONE Rubric – GRADE 2

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Generates and organizes ideas before writing (prewrites)	<p>Independently demonstrates all proficient pre-write skills and:</p> <ul style="list-style-type: none"> Generates some details Uses strategies and tools to organize ideas (graphic organizers, webs, note taking etc.) with teacher help 	<ul style="list-style-type: none"> Generates and organizes ideas relevant to topic Begins to consider genre Identifies intended audience Uses teacher provided graphic organizers 	<ul style="list-style-type: none"> Demonstrates some proficient pre-write skills and/or requires some teacher help Generates some ideas 	<ul style="list-style-type: none"> Demonstrates few proficient pre-write skills and/or requires intensive teacher help
Creates draft from ideas	<p>Independently demonstrates all proficient drafting skills and:</p> <ul style="list-style-type: none"> Attempts genre in drafting with teacher help 	<ul style="list-style-type: none"> Creates text from prewriting Writes ideas that are related to topic Structures ideas with beginning, middle and ending Rereads own writing to generate text Writes in grade-level genre in writing with teacher modeling and help 	<ul style="list-style-type: none"> Demonstrates some proficient drafting skills and/or requires some teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient drafting skills and/or requires intensive teacher help

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Rereads and revises writing to make improvements	<p>Independently demonstrates all proficient conferencing skills and:</p> <ul style="list-style-type: none"> ▪ Initiates feedback <p>Independently demonstrates all proficient revision skills and:</p> <ul style="list-style-type: none"> ▪ Begins to revise writing in voice and organization with teacher modeling and help 	<ul style="list-style-type: none"> ▪ Conferences with teacher about writing ▪ Applies feedback to writing ▪ Rereads own writing with teacher prompting to make adjustments <p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Revises writing by adding and subtracting ideas and considering word choice 	<ul style="list-style-type: none"> ▪ Inconsistently understands or applies proficient conferencing skills and/or requires some teacher help ▪ Inconsistently understands or applies proficient revision skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates little understanding of the proficient conferencing skills and/or requires intensive teacher help ▪ Demonstrates little understanding of the proficient revision skills and/or requires intensive teacher help
Edits writing (capitalization, punctuation, spelling)	<ul style="list-style-type: none"> ▪ Independently demonstrates all proficient editing skills beyond grade level expectations 	<p>With teacher support:</p> <ul style="list-style-type: none"> ▪ Rereads writing to check for errors ▪ Edits some errors in capitalization, punctuation, and spelling using grade-level specific editing marks ▪ Recognizes spelling errors ▪ Uses grade-level conventions 	<ul style="list-style-type: none"> ▪ Demonstrates some proficient editing skills and/or requires some teacher help 	<ul style="list-style-type: none"> ▪ Demonstrates few proficient editing skills and/or requires intensive teacher help

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Publishes in a variety of formats (self-selected and teacher-assigned)	<p>Independently demonstrates all proficient publishing skills and:</p> <ul style="list-style-type: none"> Experiments with publishing in a variety of formats (i.e. poster, picture, brochure, play, etc.) including technology when appropriate <p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> Exceeds grade level expectations for focus genre 	<ul style="list-style-type: none"> Published work reflects use of the writing process with teacher modeling and support Shares final product with an audience Shows pride and ownership in published piece Completes published work neatly <p>With teacher modeling and support:</p> <ul style="list-style-type: none"> Recognizes format in genre (i.e. letter format, poetry format, and simple reports) Demonstrates understanding of grade-level genre focus 	<ul style="list-style-type: none"> Inconsistently demonstrates proficient publishing skills and/or requires some teacher help May be reluctant to publish and/or share Inconsistently understands or applies proficient genre skills and/or requires some teacher help 	<ul style="list-style-type: none"> Demonstrates few proficient publishing skills and/or requires intensive teacher help May be resistant to publish and/or share Demonstrates little understanding of the proficient genre skills and/or requires intensive teacher help
Demonstrates legible handwriting in daily work	<ul style="list-style-type: none"> Consistently demonstrates all proficient handwriting skills 	<ul style="list-style-type: none"> Uses correct formation of upper and lower case letters Handwriting is neat and easy to read 	<ul style="list-style-type: none"> Uses correct formation of upper and lower case letters with some errors Handwriting distracts the reader 	<ul style="list-style-type: none"> Inconsistently uses correct formation of upper and lower case letters Handwriting is difficult to read and meaning may be lost