

Semester TWO 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"> <li>Generates many details</li> <li>Uses strategies and tools to organize ideas (graphic organizers, webs, note taking etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Generates and organizes many ideas relevant to topic</li> <li>Considers genre purpose</li> <li>Writes with a clear intended audience</li> <li>Uses student selected graphic organizers (word webs, lists, KWL chart etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient prewrite skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient prewrite skills and/or requires intensive teacher help</li> </ul>
Creates draft from ideas	<p>Independently demonstrates all proficient drafting skills and:</p> <ul style="list-style-type: none"> <li>Attempts genre in drafting</li> </ul>	<ul style="list-style-type: none"> <li>Creates meaningful text from pre-writing activities</li> <li>Writes in complete sentences when appropriate</li> <li>Writes with clear ideas that are supported by details</li> <li>Rereads own writing to generate and develop text with a purpose</li> <li>Structures ideas with a developed beginning, middle, end</li> <li>Identifies dialogue in published and attempts this in own writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient drafting skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient drafting skills and/or requires intensive teacher help</li> </ul>

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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"> <li>▪ Begins to seek specific feedback</li> </ul> <p>Independently demonstrates all proficient revision skills and:</p> <ul style="list-style-type: none"> <li>▪ Begins to revise writing in voice, and organization with teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Conferences with teacher about writing</li> <li>▪ Conferences with peers about writing: <ul style="list-style-type: none"> <li>✓ Offers suggestions</li> <li>✓ Stays focused</li> <li>✓ Gives positive feedback</li> </ul> </li> <li>▪ Rereads own writing</li> <li>▪ Understands and applies feedback to own writing</li> </ul> <p>With teacher support:</p> <ul style="list-style-type: none"> <li>▪ Revises writing by adding and/or subtracting ideas, considering word choice, and improving sentence fluency</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently understands or applies proficient conferencing skills and/or requires some teacher help</li> <li>▪ Rereads own writing with teacher prompt</li> <li>▪ Inconsistently understands or applies proficient revision skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates little understanding of the proficient conferencing skills and/or requires intensive teacher help</li> <li>▪ Rereads own writing with teacher assistance</li> <li>▪ Demonstrates little understanding of the proficient revision skills and/or requires intensive teacher help</li> </ul>

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Edits writing (capitalization, punctuation, spelling)	<ul style="list-style-type: none"> <li>Independently demonstrates all proficient editing skills beyond grade level expectations</li> </ul>	<p>With <u>some</u> teacher support:</p> <ul style="list-style-type: none"> <li>Rereads writing to check for errors and makes necessary changes</li> <li>Edits many errors in capitalization, punctuation, and spelling using grade-level specific editing marks</li> <li>Recognizes and uses various methods to correct spelling errors (word wall, dictionary etc.)</li> <li>Uses grade-level conventions consistently</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates some proficient editing skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates few proficient editing skills and/or requires intensive teacher help</li> </ul>

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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"> <li>▪ Experiments with publishing in a variety of formats (i.e. poster, picture, brochure, play, etc.) including technology when appropriate</li> </ul> <p>Independently demonstrates all proficient genre skills and:</p> <ul style="list-style-type: none"> <li>▪ Exceeds grade level expectations for focus genre</li> <li>▪ Experiments with genres above grade level expectations</li> <li>▪ Begins to independently identify genre in literature</li> </ul>	<ul style="list-style-type: none"> <li>▪ Published work reflects use of the writing process with teacher modeling and support</li> <li>▪ Shares final product with an audience</li> <li>▪ Shows pride and ownership in published piece</li> <li>▪ Completes published work neatly</li> <li>▪ Recognizes format in genre (i.e. letter format, poetry format, and simple reports)</li> <li>▪ Demonstrates understanding of grade-level genre focus</li> <li>▪ Produces a piece of writing in focus genre</li> <li>▪ Begins to experiment with genre in own writing</li> </ul>	<ul style="list-style-type: none"> <li>▪ Inconsistently demonstrates proficient publishing skills and/or requires some teacher help</li> <li>▪ May be reluctant to publish and/or share</li> <li>▪ Inconsistently understands or applies proficient genre skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>▪ Demonstrates few proficient publishing skills and/or requires intensive teacher help</li> <li>▪ May be resistant to publish and/or share</li> <li>▪ Demonstrates little understanding of the proficient genre skills and/or requires intensive teacher help</li> </ul>

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Demonstrates legible handwriting in daily work	<ul style="list-style-type: none"> <li>Consistently demonstrates all proficient handwriting skills</li> <li>Handwriting enhances published work</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct formation of upper and lower case letters</li> <li>Handwriting is neat and easy to read</li> </ul>	<ul style="list-style-type: none"> <li>Uses correct formation of upper and lower case letters with few errors</li> <li>Handwriting distracts the reader</li> </ul>	<ul style="list-style-type: none"> <li>Inconsistently uses correct formation of upper and lower case letters</li> <li>Handwriting is difficult to read and meaning may be lost</li> </ul>