

Semester ONE Rubric – GRADE 2

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Initiates, generates and organizes own ideas in prewriting stage	<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 prewriting 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
<p>Spells “No Excuse Words” correctly in everyday writing</p> <p>TEACHER NOTE: Do not use quarterly NO EXCUSE WORD list assessment as basis for scoring.</p> <p>The focus is on student proficiency with correct spelling of grade level NO EXCUSE WORDS in daily writing.</p>	<ul style="list-style-type: none"> ♣ Independently spells “No Excuse Words” correctly in own writing 	<ul style="list-style-type: none"> • Uses visual aides (ex. word wall, no excuse poster, word books, etc.) to spell “No Excuse Words” correctly 	<p>Needs teacher prompting to:</p> <ul style="list-style-type: none"> • Use visual aides to spell “No Excuse Words” 	<ul style="list-style-type: none"> ♣ Uses letters and sounds (phonics) to write “No Excuse Words”

Semester ONE Rubric – GRADE 2

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Conferences about writing to make improvements	Independently demonstrates all proficient conferencing skills and: ♣ Initiates feedback	♣ Conferences with teacher about writing ♣ Applies feedback to writing	♣ Inconsistently understands or applies proficient conferencing skills and/or requires some teacher help	♣ Demonstrates little understanding of the proficient conferencing skills and/or requires intensive teacher help
Revises own writing using Six-Traits vocabulary	Independently demonstrates all proficient revision skills and: ♣ Begins to revise writing in voice and organization with teacher modeling and help	♣ Rereads own writing with teacher prompting to make adjustments With teacher support: ♣ Revises writing by adding and subtracting ideas and considering word choice	♣ Inconsistently understands or applies proficient revision skills and/or requires some teacher help	♣ Demonstrates little understanding of the proficient revision skills and/or requires intensive teacher help
Edits writing for conventions (capitalization, punctuation, spelling)	♣ Independently demonstrates all proficient editing skills beyond grade level expectations	With teacher support: ♣ 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	♣ Demonstrates some proficient editing skills and/or requires some teacher help	♣ Demonstrates few proficient editing skills and/or requires intensive teacher help

Semester ONE Rubric – GRADE 2

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
Publishes and shares writing with intended audience	Independently demonstrates all proficient publishing skills and: <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 	<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 	<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 	<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
Writes using a variety of formats/genres based on purpose and audience	Independently demonstrates all proficient genre skills and: <ul style="list-style-type: none"> ♣ Exceeds grade level expectations for focus genre 	With teacher modeling and support: <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 understands or applies proficient genre skills and/or requires some teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates little understanding of the proficient genre skills and/or requires intensive teacher help
Identifies and uses craft from published authors in own writing	Not reported Semester 1	Not reported Semester 1	Not reported Semester 1	Not reported Semester 1

Semester ONE Rubric – GRADE 2

Writing

Report Card Line	4 ADVANCED	3 PROFICIENT	2 BASIC	1 MINIMAL
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
Uses time effectively during Writer’s Workshop	<ul style="list-style-type: none"> ♣ Independently demonstrates all proficient skills 	<ul style="list-style-type: none"> ♣ Understands and transitions through writing process with teacher help ♣ Begins to follow Writer’s Workshop routines independently 	<ul style="list-style-type: none"> ♣ Demonstrates some proficient skills and/or requires some teacher help 	<ul style="list-style-type: none"> ♣ Demonstrates few proficient skills and/or requires intensive teacher help