

Semester TWO 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"> <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 prewriting 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>♣ Writes in grade-level genre with teacher modeling and support</li> <li>♣ Structures ideas with a developed beginning, middle, end</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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<p>Spells “No Excuse Words” correctly in everyday writing</p> <p><b>TEACHER NOTE:</b> 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"> <li>♣ Consistently spells “No Excuse Words” accurately</li> <li>♣ Uses appropriate resources to spell above grade level words</li> </ul>	<ul style="list-style-type: none"> <li>♣ Spells “No Excuse Words” correctly in all writing</li> </ul>	<p><b>Needs teacher prompt to:</b></p> <ul style="list-style-type: none"> <li>• Spells “No Excuse Words”</li> <li style="padding-left: 40px;">and/or</li> <li>• Relies on visual aides</li> </ul>	<ul style="list-style-type: none"> <li>♣ Uses letters and sounds (phonics) to write “No Excuse Words”</li> </ul>
<p>Conferences about writing to make improvements</p>	<p>Independently demonstrates all proficient conferencing skills and:</p> <ul style="list-style-type: none"> <li>♣ Begins to seek specific feedback</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> </ul>	<ul style="list-style-type: none"> <li>♣ Inconsistently understands or applies proficient conferencing 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> </ul>
<p>Revises own writing using Six-Traits vocabulary</p>	<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>♣ 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>♣ 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>♣ 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 for conventions (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 and shares writing with an audience	<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>	<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> </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> </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> </ul>
Writes using a variety of formats/genres based on purpose and audience	<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>♣ Recognizes format in genre (i.e. letter format, poetry format, and simple reports)</li> <li>♣ Begins to experiment with genre in own writing</li> <li>♣ Demonstrates understanding of grade-level genre focus</li> </ul>	<ul style="list-style-type: none"> <li>♣ Inconsistently understands or applies proficient genre skills and/or requires some teacher help</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates little understanding of the proficient genre skills and/or requires intensive teacher help</li> </ul>

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Identifies and uses craft from published authors in own writing	<ul style="list-style-type: none"> <li>♣ Independently demonstrates all proficient craft skills</li> </ul>	<p><b>With teacher support:</b></p> <ul style="list-style-type: none"> <li>♣ Pretends to be an audience for own work (rereads as a “reader”)</li> <li>♣ Selects a craft and mimics it in own writing</li> <li>♣ Identifies character(s) in published work as well as in own writing</li> <li>♣ Identifies dialogue in published work as well as in own writing</li> </ul>	<ul style="list-style-type: none"> <li>♣ Struggles to make connection between literature and own writing</li> <li>♣ Struggles to apply proficient skills</li> </ul>	<ul style="list-style-type: none"> <li>♣ Makes little or no connection between literature and own writing</li> <li>♣ Requires intensive teacher help to apply proficient skills</li> </ul>
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>
Uses time effectively during Writer’s Workshop	<p>Independently demonstrates all proficient skills and:</p> <ul style="list-style-type: none"> <li>♣ Self monitors throughout the writing process</li> </ul>	<ul style="list-style-type: none"> <li>♣ Understands and transitions through writing process</li> <li>♣ Follows established Writer’s Workshop routines</li> <li>♣ Maintains focus during independent writing time</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates some proficient skills and/or requires some teacher help</li> <li>♣ Requires frequent reminders to stay on task</li> </ul>	<ul style="list-style-type: none"> <li>♣ Demonstrates few proficient skills and/or requires intensive teacher help</li> <li>♣ Reluctantly participates in Writer’s Workshop</li> </ul>

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