



Grade 2
NARRATIVE Writing Rubric

HOLISTIC SCORE _____		Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	IDEAS/CONTENT	<ul style="list-style-type: none"> • Skillfully develops a central idea that describes and explains familiar objects, events and experiences • Skillfully describes setting, characters, objects, and events in detail 			<ul style="list-style-type: none"> • Develops a central idea that describes and explains familiar objects, events and experiences • Describes setting, characters, objects, and events in detail <i>WS 1.0; WA 2.0, 2.1.b; FW pp. 26-27, 69</i>			<ul style="list-style-type: none"> • Central idea is underdeveloped • Setting, characters, objects, and events are underdeveloped 			<ul style="list-style-type: none"> • Central idea is absent • Does not describe setting, characters, objects, and events 		
	ORGANIZATION	<ul style="list-style-type: none"> • Structure is skillfully developed, purposeful to the genre, and clear to the reader • Events are organized skillfully in a logical sequence 			<ul style="list-style-type: none"> • Groups related ideas and maintains a consistent focus that considers audience and purpose • Events are organized in a logical sequence <i>WS 1.0, 1.1; WA 2.0, 2.1.a; FW pp. 26-27, 69</i>			<ul style="list-style-type: none"> • Groups related ideas loosely with some consideration for audience and purpose • Most events are sequential 			<ul style="list-style-type: none"> • Focus is unclear, incoherent and/or absent • No evidence of organizational structure 		
	VOICE	<ul style="list-style-type: none"> • Writer’s voice adds interest to the message 			<ul style="list-style-type: none"> • Writer’s voice is appropriate to the audience and purpose <i>WS 1.0; WA 2.0; FW pp. 26-27, 69</i>			<ul style="list-style-type: none"> • Writer’s voice is mechanical and/or repetitive (e.g., series of facts/ideas) 			<ul style="list-style-type: none"> • No sense of voice, purpose and/or audience 		
	WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> • Words/phrases convey precise meaning appropriate to the genre 			<ul style="list-style-type: none"> • Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.3; WA 2.0, 2.1.b; FW pp. 67, 69</i>			<ul style="list-style-type: none"> • Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre 			<ul style="list-style-type: none"> • Limited use of vocabulary 		
	SENTENCE FLUENCY	<ul style="list-style-type: none"> • Skillfully uses complete, coherent sentences and paragraphs • Sentences clearly and skillfully connect 			<ul style="list-style-type: none"> • Uses complete, coherent sentences and paragraphs • Sentences clearly connect <i>WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1; FW pp. 26-27, 69</i>			<ul style="list-style-type: none"> • Sentences and paragraphs are usually complete and coherent • Sentences usually connect 			<ul style="list-style-type: none"> • Sentences and paragraphs are incomplete/incoherent • Sentences are disconnected 		
CONVENTIONS	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 			<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW p. 69</i>			<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 			<ul style="list-style-type: none"> • Limited understanding of grade level appropriate conventions 			



Grade 2
REAL WORLD CORRESPONDENCE (LETTERS) Writing Rubric

HOLISTIC SCORE		Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	IDEAS/CONTENT	<ul style="list-style-type: none"> Writes personal correspondence that skillfully conveys information to an intended audience 			<ul style="list-style-type: none"> Writes personal correspondence that effectively conveys information to an intended audience <i>WS 1.0; WA 2.0, 2.2; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> Writes personal correspondence that conveys limited or confusing information to an intended audience 			<ul style="list-style-type: none"> Written information is incomprehensible 		
	ORGANIZATION	<ul style="list-style-type: none"> Structure is creative and meaningful to the reader Ideas are well-developed through a clear and appropriate structure 			<ul style="list-style-type: none"> Structure includes the correct date, salutation, body, closing, and signature appropriate to the audience Groups related ideas and maintains a consistent focus <i>WS 1.0, 1.1; WA 2.0, 2.2; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> Structures (i.e., date, salutation, body, closing, and signature) may contain errors or may be inappropriate for the audience Ideas are loosely related 			<ul style="list-style-type: none"> Does not include all structural components Focus is unclear, incoherent and/or absent 		
	VOICE	<ul style="list-style-type: none"> Writer's voice adds interest to the message 			<ul style="list-style-type: none"> Writer's voice is appropriate to the audience and purpose <i>WS 1.0; WA 2.0; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas) 			<ul style="list-style-type: none"> No sense of voice, purpose and/or audience 		
	WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> Words/phrases convey precise meaning appropriate to the genre 			<ul style="list-style-type: none"> Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.3; WA 2.0, 2.1.b; FW pp. 67, 69</i> 			<ul style="list-style-type: none"> Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre 			<ul style="list-style-type: none"> Limited use of vocabulary 		
	SENTENCE FLUENCY	<ul style="list-style-type: none"> Skillfully uses complete, coherent sentences and paragraphs Sentences clearly and skillfully connect 			<ul style="list-style-type: none"> Uses complete, coherent sentences and paragraphs Sentences clearly connect <i>WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> Sentences and paragraphs are usually complete and coherent Sentences usually connect 			<ul style="list-style-type: none"> Sentences and paragraphs are incomplete/incoherent Sentences are disconnected 		
CONVENTIONS	<ul style="list-style-type: none"> Shows creativity and flexibility when using conventions to enhance meaning 			<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW p. 69</i> 			<ul style="list-style-type: none"> Uses grade level appropriate conventions; errors occasionally obscure meaning 			<ul style="list-style-type: none"> Limited understanding of grade level appropriate conventions 			



Grade 2
INFORMATIONAL/EXPOSITORY (DESCRIPTION) Writing Rubric

HOLISTIC SCORE _____		Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	IDEAS/CONTENT	<ul style="list-style-type: none"> • Skillfully develops a central idea that describes and explains familiar objects, events, things, and experiences • Includes information or facts from resources, as appropriate 			<ul style="list-style-type: none"> • Develops a central idea that describes and explains familiar objects, events, things, and experiences • Uses resources, as appropriate <i>WS 1.0, 1.3; WA 2.0; FW pp. 67-70</i> 			<ul style="list-style-type: none"> • Central idea is underdeveloped/overly broad • Limited use of resources 			<ul style="list-style-type: none"> • Central idea is absent • Relies on known or anecdotal information 		
	ORGANIZATION	<ul style="list-style-type: none"> • Skillfully groups related ideas, facts and details to maintain a consistent focus 			<ul style="list-style-type: none"> • Groups related ideas, facts and details to maintain consistent focus <i>WS 1.0, 1.1; WA 2.0; FW pp. 67-70</i> 			<ul style="list-style-type: none"> • Ideas, facts and details lack a consistent focus 			<ul style="list-style-type: none"> • Ideas, facts and details are random and unstructured 		
	VOICE	<ul style="list-style-type: none"> • Writer's voice adds interest to the message 			<ul style="list-style-type: none"> • Writer's voice is appropriate to the audience and purpose <i>WS 1.0; WA 2.0; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> • Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas) 			<ul style="list-style-type: none"> • No sense of voice, purpose and/or audience 		
	WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> • Words/phrases convey precise meaning appropriate to the genre 			<ul style="list-style-type: none"> • Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.3; WA 2.0, 2.1.b; FW pp. 67, 69</i> 			<ul style="list-style-type: none"> • Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre 			<ul style="list-style-type: none"> • Limited use of vocabulary 		
	SENTENCE FLUENCY	<ul style="list-style-type: none"> • Skillfully uses complete, coherent sentences and paragraphs • Sentences clearly and skillfully connect 			<ul style="list-style-type: none"> • Uses complete, coherent sentences and paragraphs • Sentences clearly connect <i>WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> • Sentences are usually complete and coherent • Sentences usually connect 			<ul style="list-style-type: none"> • Sentences and paragraphs are incomplete/incoherent • Sentences are disconnected 		
CONVENTIONS	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 			<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW p. 69</i> 			<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 			<ul style="list-style-type: none"> • Limited understanding of grade level appropriate conventions 			



Grade 2
RESPONSE TO LITERATURE Writing Rubric

	HOLISTIC SCORE _____	Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	IDEAS/CONTENT	<ul style="list-style-type: none"> • Skillfully demonstrates an understanding of a literary work by describing and explaining a central idea about a text 			<ul style="list-style-type: none"> • Demonstrates understanding of a literary work by describing and explaining a central idea about a text <i>WS 1.0; WA 2.0; RC 2.0; FW pp. 67-70</i> 			<ul style="list-style-type: none"> • Demonstrates a limited understanding by retelling events that loosely link to a central idea 			<ul style="list-style-type: none"> • Relies on known or anecdotal information 		
	Analysis	<ul style="list-style-type: none"> • Skillfully compares and contrasts literary elements (e.g., plots, settings, characters) within and among texts, authors and/or cultures • Analyzes the impact of rhythm, rhyme and alliteration as appropriate 			<ul style="list-style-type: none"> • Effectively compares and contrasts literary elements (e.g., plots, settings, characters) within and among texts, authors and/or cultures • Identifies the use of rhythm, rhyme and alliteration as appropriate <i>RC 2.0; RC 3.0, 3.1, 3.4; FW pp. 25, 68</i> 			<ul style="list-style-type: none"> • Compares and contrasts literary elements with limited explanation • Identifies some use of rhythm, rhyme and alliteration as appropriate 			<ul style="list-style-type: none"> • Understanding of literary elements is absent or erroneous • Does not identify rhythm, rhyme and alliteration as appropriate 		
	Interpretation	<ul style="list-style-type: none"> • Insightful interpretation of texts/ideas/literary elements • Interpretation skillfully supports central idea 			<ul style="list-style-type: none"> • Effective interpretation of texts/ideas/literary elements • Interpretation effectively supports central idea <i>RC 2.0; LR 3.0, 3.1, 3.2, 3.3, 3.4; FW pp. 25, 68</i> 			<ul style="list-style-type: none"> • Summarizes text details and/or limited interpretation • Interpretation is loosely linked to central idea 			<ul style="list-style-type: none"> • Literal retell or no interpretation • Interpretation does not support central idea 		
	Support	<ul style="list-style-type: none"> • Skillfully supports interpretation by providing convincing, relevant information from the text and prior knowledge 			<ul style="list-style-type: none"> • Supports interpretation by providing relevant information from the text and prior knowledge <i>RC 3.0; LR 2.0, 3.1, 3.3; FW pp. 25, 68</i> 			<ul style="list-style-type: none"> • Interpretation is supported with limited information and prior knowledge 			<ul style="list-style-type: none"> • No evidence or questionable evidence is offered to support interpretation 		
WRITING STRATEGIES	ORGANIZATION	<ul style="list-style-type: none"> • Skillfully groups related ideas and maintains a consistent focus • Structure is skillfully developed and clearly supports the audience and purpose 			<ul style="list-style-type: none"> • Groups related ideas and maintains a consistent focus • Structure is purposeful to the genre and clear to the audience <i>WS 1.0, 1.1; WA 2.0; FW pp. 67-70</i> 			<ul style="list-style-type: none"> • Ideas are loosely related • Structure is formulaic 			<ul style="list-style-type: none"> • Ideas are incoherent • Structure is random or absent 		
	VOICE	<ul style="list-style-type: none"> • Writer's voice adds interest to the message 			<ul style="list-style-type: none"> • Writer's voice is appropriate to the audience and purpose <i>WS 1.0; WA 2.0; FW pp. 26-27, 69</i> 			<ul style="list-style-type: none"> • Writer's voice is mechanical and/or repetitive (e.g., series of facts/ideas) 			<ul style="list-style-type: none"> • No sense of voice, purpose and/or audience 		
	WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> • Words/phrases convey precise meaning appropriate to the genre 			<ul style="list-style-type: none"> • Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.3; WA 2.0, 2.1.b; FW pp. 67, 69</i> 			<ul style="list-style-type: none"> • Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre 			<ul style="list-style-type: none"> • Limited use of vocabulary 		



Grade 2
RESPONSE TO LITERATURE Writing Rubric (continued)

SENTENCE FLUENCY	<ul style="list-style-type: none"> • Skillfully uses complete, coherent sentences and paragraphs • Sentences clearly and skillfully connect 	<ul style="list-style-type: none"> • Uses complete, coherent sentences and paragraphs • Sentences clearly connect <p><i>WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1; FW pp. 26-27, 69</i></p>	<ul style="list-style-type: none"> • Sentences and paragraphs are usually complete and coherent • Sentences usually connect 	<ul style="list-style-type: none"> • Sentences and paragraphs are incomplete/incoherent • Sentences are disconnected
CONVENTIONS	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning <p><i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW p. 69</i></p>	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> • Limited understanding of grade level appropriate conventions



Grade 2
RESPONSE TO EXPOSITORY TEXT Writing Rubric

	HOLISTIC SCORE _____	Advanced			Proficient			Basic			Below Basic		
		3	2	1	3	2	1	3	2	1	3	2	1
WRITING APPLICATION	IDEAS/CONTENT	<ul style="list-style-type: none"> • Skillfully synthesizes the central idea(s) of the text • Skillfully demonstrates literal, inferential and applied understandings of text as appropriate to the text and the task 			<ul style="list-style-type: none"> • Synthesizes the central idea(s) of the text • Effectively demonstrates literal, inferential and applied understandings of text as appropriate to the text and the task <i>RC 2.0, 2.3, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0, 2.2; LC 1.0; LS 1.0, 1.2; SA 2.0; FW pp. 25-29, 31, 34, 64, 67-68</i>			<ul style="list-style-type: none"> • Synthesis of the central idea(s) requires some revision • Demonstrates an over-reliance on literal understandings of text 			<ul style="list-style-type: none"> • No evidence of synthesis • Demonstrates a weak or incomplete understanding of text 		
	Analysis	<ul style="list-style-type: none"> • Uses prior knowledge, author’s purpose, facts, and details from the text to insightfully clarify ideas 			<ul style="list-style-type: none"> • Uses prior knowledge, author’s purpose, facts, and details from the text to clarify ideas <i>RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.8; WS 1.0, 1.1, 1.4; WA 2.0; LC 1.0; LS 1.0, 1.1, 1.2, 1.3, 1.4; SA 2.0; FW pp. 25-29, 31, 34, 64, 67-68</i>			<ul style="list-style-type: none"> • Over-relies on the use of prior knowledge with limited reference(s) to the text 			<ul style="list-style-type: none"> • Little or no analysis of text 		
	Interpretation	<ul style="list-style-type: none"> • Demonstrates an insightful interpretation of the text • Insightfully interprets information from diagrams, charts and graphs as appropriate 			<ul style="list-style-type: none"> • Demonstrates an appropriate interpretation of the text • Interprets information from diagrams, charts and graphs as appropriate <i>RC 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8; WS 1.0, 1.1, 1.4; WA 2.0; LC 1.0; LS 1.0; SA 2.0; FW pp. 25-29, 31, 34, 64, 67-68</i>			<ul style="list-style-type: none"> • Interpretation of text is weak or loosely connected to the text • Limited or disconnected interpretation of diagrams, charts and graphs 			<ul style="list-style-type: none"> • Interpretation is absent or erroneous 		
	Support	<ul style="list-style-type: none"> • Supports perceptive interpretation with convincing textual evidence and prior knowledge 			<ul style="list-style-type: none"> • Supports interpretation with prior knowledge and facts and details from the text <i>RC 2.0, 2.2, 2.4, 2.5, 2.6; WS 1.0, 1.1, 1.4; WA 2.0; LS 1.0, 1.5, 1.7, 1.10, 1.11; SA 2.0; FW pp. 25-29, 31, 34, 64, 67-68</i>			<ul style="list-style-type: none"> • Supports interpretation with limited and/or questionable textual evidence and prior knowledge 			<ul style="list-style-type: none"> • Little or no evidence is offered to support interpretation 		
STRATEGIES	ORGANIZATION	<ul style="list-style-type: none"> • Structure creatively conveys meaning to the reader 			<ul style="list-style-type: none"> • Structure is purposeful to the genre, task and clear to the audience <i>WS 1.0, 1.1, 1.4; WA 2.0; LC 1.0; FW pp. 25-29, 31, 34, 64, 67-68</i>			<ul style="list-style-type: none"> • Structure is underdeveloped/formulaic 			<ul style="list-style-type: none"> • Structure is random or absent 		
	VOICE	<ul style="list-style-type: none"> • Writer’s voice adds interest to the message 			<ul style="list-style-type: none"> • Writer’s voice is appropriate to the audience and purpose <i>WS 1.0; WA 2.0; FW pp. 26-27, 69</i>			<ul style="list-style-type: none"> • Writer’s voice is mechanical and/or repetitive (e.g., series of facts/ideas) 			<ul style="list-style-type: none"> • No sense of voice, purpose and/or audience 		
	WORD AND LANGUAGE CHOICE	<ul style="list-style-type: none"> • Words/phrases convey precise meaning appropriate to the genre 			<ul style="list-style-type: none"> • Words/phrases chosen to convey meaning are appropriate to the genre <i>WS 1.0, 1.3; WA 2.0, 2.1.b; FW pp. 67, 69</i>			<ul style="list-style-type: none"> • Words/phrases chosen are vague and do not always convey intended meaning appropriate to the genre 			<ul style="list-style-type: none"> • Limited use of vocabulary 		



Grade 2
RESPONSE TO EXPOSITORY TEXT Writing Rubric (continued)

SENTENCE FLUENCY	<ul style="list-style-type: none"> • Skillfully uses complete, coherent sentences and paragraphs • Sentences clearly and skillfully connect 	<ul style="list-style-type: none"> • Uses complete, coherent sentences and paragraphs • Sentences clearly connect <i>WS 1.0, 1.1; WA 2.0, 2.1; LC 1.0, 1.1; FW pp. 26-27, 69</i> 	<ul style="list-style-type: none"> • Sentences and paragraphs are usually complete and coherent • Sentences usually connect 	<ul style="list-style-type: none"> • Sentences and paragraphs are incomplete/incoherent • Sentences are disconnected
CONVENTIONS	<ul style="list-style-type: none"> • Shows creativity and flexibility when using conventions to enhance meaning 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors are minor and do not obscure meaning <i>WS 1.0; LC 1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7; FW p. 69</i> 	<ul style="list-style-type: none"> • Uses grade level appropriate conventions; errors occasionally obscure meaning 	<ul style="list-style-type: none"> • Limited understanding of grade level appropriate conventions