NARRATIVE WRITING RUBRIC
2nd Grade English Language Arts

TOPIC

	1 point	2 points	3 points	4 points
Topic	No discernable central idea.	Central idea is underdeveloped or unclear.	Develops a central idea that relates ideas, observations or recollections of an event or experience.	Skillfully develops a central idea that relates ideas, observations or recollections of an event or experience.

DEVELOPMENT

	1 point	2 points	3 points	4 points
Reading	Writes only from personal experience and does not make any connections to text or background knowledge when developing characters, ideas, or situations.	Uses details or background knowledge from the text, but details about characters, ideas, or situations aren't fully developed or information is wrong.	Use relevant text details or background knowledge from the text to develop characters, ideas, or situations.	Skillfully uses relevant and sufficient text details to develop characters, ideas, or situations.
Research	Does not make connection to the text or include details from the text in writing.	Makes minimal connection to the text and includes minimal details from the text in writing.	Makes connection to the text. If necessary, details from the text are included in writing.	Deep connection to text is apparent. If necessary, details from the text are skillfully embedded in writing.
Elaboration	Lacks sensory details and tells rather than shows using empty words and too many clichés.	Has too few sensory details or far too many so the piece mainly tells rather than shows or uses clichés causing readers to lose interest.	Uses some strong sensory details that show not tell character's actions, thoughts, and feelings, but there may be too few or not enough details.	Uses rich sensory details that show rather than tell characters actions, thoughts and feelings without overloading the reader.
	Does not include any dialogue or description to show the responses of characters to a situation.	Inconsistently uses dialogue and description. Details aren't fully developed or only a few situations are described.	Uses some dialogue and description to develop experiences and/or show the responses of characters to a situation.	Skillfully uses dialogue and description to develop experiences and/or show the responses of characters to a situation.
Voice	No sense of voice, purpose and/or audience.	Writer's voice is mechanical and/or repetitive.	Writer's voice is appropriate to the audience and purpose.	Writer's voice adds interest to the message.
	Point of view is absent.	Point of view is confusing.	Point of view is evident and appropriate.	Point of view is evidence and skillfully articulated.

STRUCTURE

	1 point	2 points	3 points	4 points
Introduction and conclusion	Introduction does not introduce characters or setting and uses very little details to explain what is going to happen. May be formulaic.	Attempts to introduce characters or setting but does not include many details. No sense of anticipation is created for the reader.	Introduces characters and setting and includes a few supporting details. Attempts to use a creative lead to hook readers in and create a sense of anticipation.	Skillfully introduces characters and setting by using a creative lead and foreshadowing to hook a reader in.
	Lacks a sense of closure. Ending may be abrupt. May be formulaic.	Attempts to provide closure that follows from the narrated experiences or event. Closure may be formulaic and underdeveloped.	Provides a sense of closure that follows from the narrated experiences or events. Conclusion is satisfying for the reader.	Skillfully provides a conclusion that follows from the narrated experiences or events. Conclusion is compelling and provides resolution for the reader.

	1 point	2 points	3 points	4 points
Organization	Does not use any identifiable structure or structure is random. Many events may be out of order or unconnected and there are very few supporting details to describe the events.	Uses a formulaic structure or structure is underdeveloped. Some events may be out of order or unconnected.	Uses an organizational structure that is purposeful to the genre, task and is clear to the reader. Events unfold in a logical way.	Structure is creative and purposeful to the genre, task and clear to the reader. Events unfold naturally.
	Does not use paragraphs to support sequence, dialogue, and/or elaboration.	Attempts to use paragraphs to support sequence, dialogue and/or elaboration, but may be forced or formulaic.	Uses paragraphs to support sequence, dialogue and/or elaboration.	Skillfully uses paragraphs to support sequence, dialogue and elaboration.
	Context is confusing or absent.	Context is vague and lacks clarity for the reader.	Provides a context (e.g., setting, dialogue, background information) to enable the reader to imagine the world of the event or the experience.	Provides a compelling context that enables the reader to clearly imagine the world of the event or experience.
Transitions	Lacks temporal words. Transitions are confusing or out of place.	Limited/repetitive use of temporal words. Transitions may be formulaic, overused or unnecessary.	Uses transitions and temporal words to connect ideas within a paragraph.	Skillfully uses transitions and temporal words to connect ideas within a paragraph and between paragraphs. Transitions enhance the flow of story.

VOCABULARY

	1 point	2 points	3 points	4 points
Content Vocabulary	Uses basic vocabulary with no powerful, descriptive words.	Attempts to use powerful vocabulary, but words may be misused or redundant. Words may be vague or repetitive.	Uses powerful vocabulary to create a picture.	Skillfully uses an abundance of powerful, descriptive vocabulary or phrases to create a vivid picture.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions	Uses simple or formulaic sentences.	Attempts to use simple, compound or complex sentences correctly, but may have errors.	Use simple, compound, or complex sentences.	Uses simple, compound, and complex sentences fluidly.
	Subject-verb or pronoun-antecedent agreement is missing.	Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have correct subject-verb and pronoun-antecedent agreement.
	Does not include adjectives or adverbs.	Uses simple adjectives or adverbs but may be used incorrectly.	Attempts to use either adjectives or adverbs.	Forms and uses adjectives and adverbs, depending on what is being modified.
	Capitalization or punctuation are missing.	Attempts to use capitalization and punctuation correctly, but mistakes are present.	Uses capitalization and punctuation correctly.	Uses capitalization and punctuation skillfully
	Multiple spelling mistakes are evident.	Attempts to use conventional spelling and spelling patterns, but mistakes are present.	Uses conventional spelling and spelling patterns.	Uses conventional spelling and spelling patterns correctly.

OPINION WRITING RUBRIC
2nd Grade English Language Arts

COMPREHENSION

	1 point	2 points	3 points	4 points
Reading Comprehension	Does not demonstrate comprehension of the text(s) or has misunderstood the text(s).	Demonstrates limited comprehension and may reference the text(s) explicitly.	Demonstrates comprehension by providing mostly accurate explanation/description/ comparison and by referencing the text(s) explicitly.	Demonstrates full comprehension by providing an accurate explanation/description/ comparison and by referencing the text(s) explicitly.

POSITION

	1 point	2 points	3 points	4 points
Position	Makes an unrelated claim that does not connect to given topic/text or makes a claim that is incorrect. Claim shows limited understanding of the topic/text and is not supported by evidence in the text.	Attempts to make a claim, but part of the claim may not be fully developed. Claim shows minimal understanding of the topic/text, is limited in scope, and has minimal evidence from the text to support.	Makes a correct claim that connects to the given topic and takes a clear position. Claim shows understanding of the topic/text, connects to most of the topic/text, and has enough evidence from the text to support.	Makes a compelling claim that takes a clear position; demonstrates the writer's understanding of the complexity of the topic/text. Claim shows a deep understanding of the topic/text, relates to more than one part of the topic/text, and has sufficient evidence to support.

DEVELOPMENT

	1 point	2 points	3 points	4 points
Elaboration	Attempts to provide at least one reason supporting the claim. Attempts to write more about at least one reason in the form of explanatory sentence(s) or supporting information. Relevant examples, stories, quotes, lists, and information may be missing. References indicate misunderstanding of the provided text(s) or a completely personal rather than text-based response.	Provides at least one text-based reason for the claim. Some relevant examples, stories, quotes, lists, and information are included. Some information or explanation is provided as support for the writer's reason(s) or to connect the reason(s) to the claim, though some of the references are inaccurate or irrelevant to the argument.	Refers to more than one text-based detail and/or example from the provided source(s). Writes 2–3 sentences about each text-based reason, including relevant examples, stories, quotes, lists, and information. Most references are relevant and support the argument. Most information supports the claim.	Selects the most relevant text-based details and examples from the provided source(s) to support the main claim. Skillfully includes a variety of text-based evidence to support each reason (facts, examples, quotations, micro-stories, information). Elaborates on source material to demonstrate an accurate and insightful understanding of literal and inferential details from the text.

STRUCTURE

	1 point	2 points	3 points	4 points
Introduction and conclusion	Gestures toward an introduction and/or conclusion. These sections may go off on slight tangents from the main claim, relating to the topic generally but not addressing the main argument.	Provides a very brief introduction, which may not connect closely to the claim. Provides a conclusion that may restate the claim.	Provides an introduction to the claim, clearly announcing that this is an argument. Attempts to inspire readers to care about the topic and/or claim. Provides a conclusion that connects to the writer's main claim.	Provides an introduction that orients the reader to what is most important in the argument. Concludes the essay with a section that highlights important points and facts from across the rest of the piece or brings in new, effective evidence. Provides an overall synthesis or reflection on the claim.
Organization	Reasons and supporting examples are not logically grouped together. Some may be in lists. Paragraph structure is missing. No brainstorming. Has multiple paragraphs/sections not connected to the overall claim. A significant number of reasons/paragraphs may be missing from the essay. Lacks coherence, clarity, and cohesion.	Attempts to use paragraphs and reasons, and examples are grouped so that readers can follow the writer's train of thought. Brainstorming is incomplete or shows misunderstandings. Some paragraphs may not be connected to the overall claim. Reasons or paragraphs may be missing from the essay demonstrating limited coherence, clarity, and cohesion.	Effectively uses paragraphing to group supporting ideas and their relevant evidence. Brainstorming shows basic command of organizational structure (cause/effect, pros/cons, problem/solution, description). Paragraphs are relevant to the overall claim and most important reasons are explained in paragraphs demonstrating coherence, clarity, and cohesion.	Skillfully orders paragraphs in a structure that is clearly planned; either demonstrates order of importance, chronological order, or follows the flow of research text. Brainstorming shows full command of organizational structure (cause/effect, pros/cons, problem/solution, description). All important reasons are explained in different paragraphs demonstrating effective coherence, clarity, and cohesion.
Transitions	Attempts to use transitional words and phrases to connect opinion and reasons: may do so inconsistently, overuse them, or use them inappropriately at times. Transition words may sound formulaic.	Ideas and reasons are connected using linking words ("for example," "because"). Reasons are connected to each other using linking words ("also," "another").	Uses transition words and phrases to connect evidence to reasons using phrases like "this shows that." Helps the reader move through the essay with phrases such as "another reason," "the most important reason," etc.	Uses words and phrases to connect different parts of the pieces together: to demonstrate shifting from reasons to evidence (e.g., "for instance") or to introduce a new point (e.g., "in addition"). Transitions purposefully and skillfully glue evidence together.

VOCABULARY

	1 point	2 points	3 points	4 points
Content Vocabulary	Does not incorporate precise, Tier Two, or domain-specific vocabulary from the text(s).	Attempts to use precise, Tier Two, and domain-specific vocabulary from the text(s), though terms may be used incorrectly or added without context.	Incorporates precise, Tier Two, and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.	Uses precise, Tier Two, and domain-specific vocabulary from the text(s). Vocabulary is integrated smoothly into writing.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions	Uses simple or formulaic sentences.	Attempts to use simple, compound or complex sentences correctly, but errors may be present.	Use simple, compound, or complex sentences.	Uses simple, compound, and complex sentences fluidly.
	Subject-verb or pronoun-antecedent agreement is missing.	Attempts to use correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement.	Sentences have correct subject-verb and pronoun-antecedent agreement.
	Does not include adjectives of adverbs.	Uses simple adjectives or adverbs but may be used incorrectly.	Attempts to use either adjectives or adverbs.	Forms and uses adjectives and adverbs, depending on what is being modified.
	Capitalization or punctuation are missing.	Attempts to use capitalization and punctuation correctly, but mistakes are present.	Uses capitalization and punctuation correctly.	Uses capitalization and punctuation skillfully.
	Multiple spelling mistakes are evident.	Attempts to use conventional spelling and spelling patterns, but mistakes are present.	Uses conventional spelling and spelling patterns.	Uses conventional spelling and spelling patterns correctly.

INFORMATIONAL WRITING RUBRIC
2nd Grade English Language Arts

COMPREHENSION

	1 point	2 points	3 points	4 points
Reading Comprehension	Does not demonstrate comprehension of the text(s) or has misunderstood the text(s).	Demonstrates limited comprehension and may reference the text(s) explicitly.	Demonstrates comprehension by providing mostly accurate explanation/description/comparison and by referencing the text(s) explicitly.	Demonstrates full comprehension by providing an accurate explanation/description/comparison and by referencing the text(s) explicitly.

DEVELOPMENT

	1 point	2 points	3 points	4 points
Reading Research	Does not refer to any text-based details/examples, or references indicate misunderstanding of the text.	Refers to at least one text-based detail and/or example but some of the references are inaccurate or irrelevant to the main reasons.	Refers to more than one text-based detail and/or example from the provided source for each reason or paragraph.	Selects the most relevant text-based details/examples from the provided source(s) to support main ideas for each reason/section.
Elaboration	May copy details directly from the text(s).	Quotes/details may be too long, too frequent, or show an inaccurate interpretation of the text(s).	Provides a great variety of text evidence, including facts, definitions, and relevant details from the text(s) provided. All information is relevant.	Provides clear and compelling facts, quotations, anecdotes, observations, descriptions, lists, details, and/or definitions to support the topic.
	Does not use information from the text(s) to develop the topic and/or uses information that is inaccurate. May include extraneous information that does not relate to the topic.	Attempts to develop the topic using facts and details from the text(s), though does so sporadically or ineffectively (i.e. citing evidence or details that do not support a particular point).	Attempts to elaborate on information but often overgeneralizes in explanation or elaboration.	Elaborates on sourced information to convey ideas about the topic and how the information supports the topic. Elaboration demonstrates literal and inferential understanding of the text(s). Elaboration also shows insightful synthesis of the text(s).

STRUCTURE

	1 point	2 points	3 points	4 points
Introduction and conclusion	Provides no introduction or conclusion.	Provides a brief, formulaic introduction which may include the title of the text(s) and the focus of the explanation.	Provides a clear introduction which orients the reader to the topic and text references. Provides title and author of the text(s).	Provides a compelling introduction which introduces the topic, orients the reader, previews the focus, and provides the title and author of the text(s).
		Provides a formulaic concluding statement. Concluding sentence may not relate directly to the information or explanation presented.	Provides a related conclusion that connects with the information and explanation.	Provides a compelling concluding statement that attempts to synthesis the topic and material. Leaves reader with something to think about.

Organization	Provides facts and details but does not group information or does so in a way that is disorganized or unclear. Ideas may be in a list structure. Demonstrates little/no organization.	Groups related information but does not always create sections and paragraphs. Grouping may be formulaic. Attempts to use paragraphs but ideas are not tightly linked within the paragraph. Demonstrates purposeful organization that sometimes is not controlled.	Groups supporting ideas and relevant evidence in paragraph sections. It's clear how each section has been organized. Uses paragraphs with topic sentences, details, and conclusions. Generally demonstrates purposeful and controlled organization.	Creates an organizational structure to show how supporting ideas are connected (headings, illustrations, table of contents). All related information is grouped together. Uses strong paragraphs with compelling topic sentences, tightly connected ideas, and conclusions. Consistently demonstrates purposeful and controlled organization.
Text Features	Illustrations, diagrams, and captions are missing.	Attempts to include illustrations, diagrams, and captions, but may not be relevant or connected to details, facts, or definitions from the text(s).	Includes illustrations, diagrams, and captions about relevant facts, details, or definitions from the text(s).	Includes illustrations, diagrams, and captions that clarify, elaborate, or provide additional information about important facts, details, or definitions.
Transitions	Attempts to use transitional words and phrases to connect ideas or reasons: may do so inconsistently, overuse them, or use them inappropriately at times. Transition words may sound formulaic.	Some ideas and reasons are connected using linking words (because, also, another, and, more, but) though many ideas remain unconnected.	Uses transition words and phrases to connect evidence to reasons using phrases like "this shows that." Helps the reader move through the essay with phrases such as "another reason," "the most important reason," etc.	Purposefully uses linking words to show how ideas are logically organized/ordered within a paragraph (chronological order, cause/effect, problem/solution). Transitions purposefully and skillfully glue evidence together.

VOCABULARY

	1 point	2 points	3 points	4 points
Content Vocabulary	Does not incorporate precise, Tier Two, or domain-specific vocabulary from the text(s).	Attempts to use precise, Tier Two, and domain-specific vocabulary from the text(s), though terms may be used incorrectly or added without context.	Incorporates precise, Tier Two, and domain-specific vocabulary with a sense of context, demonstrating that the writer grasps the meaning of the terms.	Uses precise, Tier Two, and domain-specific vocabulary from the text(s). Vocabulary is integrated smoothly into writing.

LANGUAGE

	1 point	2 points	3 points	4 points
Knowledge of Language and Conventions	Uses simple or formulaic sentences. Subject-verb or pronoun-antecedent agreement is missing. Does not include adjectives of adverbs. Capitalization or punctuation are missing. Multiple spelling mistakes are evident.	Attempts to use simple, compound or complex sentences correctly, but may have errors. Attempts to use correct subject-verb agreement or pronoun-antecedent agreement. Uses simple adjectives or adverbs but may be used incorrectly. Attempts to use capitalization and punctuation correctly, but mistakes are present. Attempts to use conventional spelling and spelling patterns, but mistakes are present.	Use simple, compound, or complex sentences. Sentences have mostly correct subject-verb agreement or pronoun-antecedent agreement. Attempts to use either adjectives or adverbs. Uses capitalization and punctuation correctly. Uses conventional spelling and spelling patterns.	Uses simple, compound, and complex sentences fluidly. Sentences have correct subject-verb and pronoun-antecedent agreement. Forms and uses adjectives and adverbs, depending on what is being modified. Uses capitalization and punctuation skillfully. Uses conventional spelling and spelling patterns correctly.