

Rubric for On-Demand Narrative Writing – Second Grade

Points Score	0-Off Topic Points: 1-16.5		Points: 17-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student’s general performance in writing to a prompt.								
Standards Score	1 – Area of Concern Kindergarten (1 point)	1.5 pts	2 – Developing Grade 1 (2 points)	2.5 pts	3 – Meeting Grade 2 (3 points)	3.5 pts	4 – Exceeding Grade 3 (4 points)	Score
<i>Rubric adapted from Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when she did something.	Mid-level	The writer wrote about one time when he did something.	Mid-level	The writer told the story bit by bit.	
Lead	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for his story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start her story. She chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	
Transitions	The writer uses natural transitions to move the story along.	Mid-level	The writer put her pages in order. She used words such as and and then, so, or uses natural transitions.	Mid-level	The writer told the story in order by using words such as when, then, and after or uses natural transitions (or more variety of transitions)	Mid-level	The writer told his story in order by using phrases such as <i>a little later</i> or <i>after that</i> or uses natural transitions.	
Ending	The writer had a page that showed what happened last in her story.	Mid-level	The writer found a way to end his story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	
Organization	The writer has a beginning, middle and end.	Mid-level	The writer wrote her story with a beginning, middle, and end with appropriate detail.	Mid-level	The writer chose 4 or more lines for each part of the story or wrote across several pages.	Mid-level	The writer used paragraphs or skipped lines between story parts to separate what happened first from what happened later (and finally) in his story.	
DEVELOPMENT								
Elaboration*	The writer’s story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer uses (show not tell) details in pictures and words to show what is happening with the character.	Mid-level	The writer tried to bring her characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	(x2)
Craft*	The writer drew and wrote some details about what happened.	Mid-level	The writer used pictures and words to give details.	Mid-level	The writer chose strong words that help readers visualize using	Mid-level	The writer not only told his story, but also wrote it in ways	(x2)

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					show not tell in his story.		that got readers to picture what was happening and that brought his story to life.	
LANGUAGE CONVENTIONS								
Spelling	The writer could read her writing. The writer wrote a letter for the sounds she heard.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (tion, er, ly, etc.).	Mid-level	The writer used what she knew about spelling patterns long vowel/other vowel patterns) to help her spell and edit.	
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence.	
								Total

*Elaboration and Craft are double-weighted categories.

Number of Points	Standard Score
1-16.5	Area of Concern
17-27.5	Developing
28-38.5	Meeting
39-44	Exceeding

Rubric for On-Demand Information Writing – Second Grade

Points Score	0-Off Topic Points: 1-16.5		Points: 17-27.5		Points: 28-38.5		Points: 39-44	
Writing on-demand scores are reported on a parent assessment letter sent with report cards. The scores will indicate a student’s general performance in writing to a prompt.								
Standards Score	1 – Area of Concern Kindergarten (1 point)	1.5 pts	2 – Developing Grade 1 (2 points)	2.5 pts	3 – Meeting Grade 2 (3 points)	3.5 pts	4 – Exceeding Grade 3 (4 points)	Score
<i>Rubric adapted from Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught his readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	
Lead	The writer told what his topic was.	Mid-level	The writer named her topic in the beginning and got the readers’ attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	
Transitions	The writer put different things she knew about the topic on her pages.	Mid-level	The writer told different parts about his topic on different pages.	Mid-level	The writer used words such as and and also to show she had more to say.	Mid-level	The writer used words to show sequence such as before, after, then, and later. He also used words to show what did not fit such as however and but.	
Ending	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
Organization	The writer told, drew and wrote information across pages.	Mid-level	The writer told about his topic part by part.	Mid-level	The writer’s writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	
DEVELOPMENT								
Elaboration*	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in her writing to teach about her topic.	Mid-level	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	(x2)
Craft*	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	(x2)

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LANGUAGE CONVENTIONS							
Spelling	The writer could read his writing. The writer wrote a letter for the sounds he heard.	Mid-level	The writer used all she knew about words and chunks (at, op, it, etc.) to help her spell.	Mid-level	The writer used what he knew about spelling patterns (tion, er, ly, etc.) to spell a word.	Mid-level	The writer used what she knew about spelling patterns to help her spell.
Punctuation	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	When the writer used words such as can't and don't, she put in the apostrophe.	Mid-level	The writer put punctuation at the end of every sentence while writing. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.
							Total

*Elaboration and Craft are double-weighted categories.

Note that this piece of writing is not about the accuracy of the information but rather the ability to write an informational article using the appropriate form and structure. Students may have misconceptions about some facts regarding the content.

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Name _____ Date _____

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Rubric for On-Demand Opinion Writing – Second Grade

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Standards Score	1 – Area of Concern Kindergarten (1 point)	1.5 pts	2 – Developing Grade 1 (2 points)	2.5 pts	3 – Meeting Grade 2 (3 points)	3.5 pts	4 – Exceeding Grade 3 (4 points)	Score
<i>Rubric developed by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project</i>								
STRUCTURE								
Overall	The writer told, drew, and wrote her opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote his opinion or his likes and dislikes and said why.	Mid-level	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	
Lead	The writer wrote his opinion in the beginning.	Mid-level	The writer wrote a beginning in which she got the readers' attention. She named the topic or text she was writing about and gave her opinion.	Mid-level	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	
Transitions	The writer wrote his idea and then said more. He used words such as because.	Mid-level	The writer said more about her opinion and used words such as and and because.	Mid-level	The writer connected parts of his piece using words such as also, another, and because.	Mid-level	The writer connected his ideas and reasons with his examples using words such as for example and because. He connected one reason or example using words such as also and another	
Ending	The writer had a last part or page.	Mid-level	The writer wrote an ending for his piece.	Mid-level	The writer wrote an ending in which she reminded readers of her opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	
Organization	The writer told his opinion in one place and in another place he said why.	Mid-level	The writer wrote a part where she got readers' attention and a part where she said more.	Mid-level	The writer's piece had different parts; he wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	

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DEVELOPMENT								
Elaboration*	The writer put everything she thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for his opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	(x2)
Craft*	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with his opinion.	Mid-level	The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.	(x2)
LANGUAGE CONVENTIONS								
Spelling	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (at, op, it, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what she knew about spelling patterns (tion, er, ly, etc.). The writer spelled all of the word wall words correctly and used the word wall to help her figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as can't and don't, he put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.	
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