

2nd Grade (2nd Sem.) Writing Rubric

| | 1 | 2 | 3 | 4 | 5 |
|---|--|---|---|--|--|
| Opening Sentence | Restates what the topic is, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-4 of these)\ | Restates what the topic is, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-3 of these) | Restates what the topic is, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-2 of these) | Restates what the topic is, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-1 of these) | Restates what the topic is, makes sense, capital letter at the beginning, punctuation at the end, written legibly |
| Closing Sentence | Closes out the paragraph, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-4 of these) | Closes out the paragraph, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-3 of these) | Closes out the paragraph, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-2 of these) | Closes out the paragraph, makes sense, capital letter at the beginning, punctuation at the end, written legibly (-1 of these) | Closes out the paragraph, makes sense, capital letter at the beginning, punctuation at the end, written legibly |
| 3 Detailed Sentences | No use of specific details/descriptive language, complete sentences, no capital letters, no punctuation, poor handwriting | Some of the time fills all the requirements in Box 5 | Most of the time fills all the requirements in Box 5 | Majority of the time fills all the requirements in Box 5 | Specific details/descriptive language, makes sense, capital letters at the beginning, punctuation at the ends, written legibly |
| Follow these guidelines information passage when assessing specific | For informational tasks, the response does not use evidence from the passage | For informational tasks, the response may or may not use evidence from the passage | For informational tasks, the response uses little evidence from the passage | For informational tasks, the response uses some evidence from the passage | For informational tasks, the response uses adequate evidence from the passage |
| Answers the Prompt/Stays on Topic | None of the sentences answer the prompt with specific details, not adhered to topic. | At least two of the sentences answer the prompt with specific details, tends to stray off topic. | At least three of the sentences answer the prompt with specific details, stays on the topic most of the time | At least four of the sentences answer the prompt with specific details, does not stray from the topic | Response answers the prompt throughout with specific details, does not stray from the topic. |
| Grammar, Spelling, Conventions | The response shows little or no use of spelling, grammar and conventions. | Numerous errors in spelling, grammar and conventions make understanding the response difficult. (Note: capital letters at the beginning, punctuation addressed in each section) | Errors in spelling, grammar & conventions cause difficulty in understanding the response. (Note: capital letters at the beginning, punctuation addressed in each section) | The response contains minor errors in grammar, spelling & conventions but the errors do not interfere with understanding the response. (Note: capital letters at the beginning, punctuation addressed in each section) | The response generally shows accuracy in grammar, spelling & conventions (Note: capital letters at the beginning, punctuation addressed in each section) |
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