

## 2nd Grade (1<sup>st</sup> Sem.) Writing Rubric

	1	2	3	4	5
<b>Thinking Map</b>	Not completed	Partially completed, words spelled incorrectly through -out, written illegibly	Completed with all but 3-5 words spelled incorrectly, Written illegibly	Completed with all but 1 or 2 words spelled incorrectly, written legibly	Completed with all words spelled correctly, written legibly,
<b>Opening Sentence</b>	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
<b>Closing Sentence</b>	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
<b>3 Detailed Sentences</b>	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
<b>Answers the Prompt/Stays on Topic</b>	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.
<b>Grammar, Spelling, Conventions</b>	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)