

Writing Rubrics: Grade 2

Rubric assumes an increasing level of skill applications between grade levels.

WRITING ABOUT A TOPIC		
2WRTTOPIC Student writes short stories or compositions on a single topic using complete sentences and paragraphs.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. write and organize thoughts into a topic sentence and two supporting sentences. b. apply an assigned writing strategy to plan for writing (e.g. webbing, drawing, lists, outlines). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • writes three complete sentences about a specified topic with a subject and a predicate • recognizes or recalling examples of paragraphs in a piece of writing. • uses part of an assigned writing strategy to plan for writing. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
2WRTFIC Student writes fiction for a variety of purposes and audiences.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> write a story with character, setting, beginning, middle, and end. use expressive language (e.g. voice and word choice) when responding to or producing text (e.g. writer’s notebook, poetry, plays, or lyrics). The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> writes the beginning, middle, and ending to convey a sense of story when applicable. uses basic language when responding to or producing text. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

See State and District Grade Level Expectations for complete reference

e.g. abbr. (for example)

i.e. abbr. (that is) required skills

Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2- Writing

WRITING FOR A VARIETY OF PURPOSES AND AUDIENCES		
2WRTNONFC Student writes non-fiction for a variety of purposes and audiences.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> write non-fiction using appropriate formats for audience, topic or purpose (e.g. letters, journal entries, short reports). use expressive language (e.g. voice or word choice) when producing text or responding to literature (e.g. letters, reports, content area notebooks). use text features when appropriate (e.g. title, diagrams, charts, or illustrations with captions or labels) to convey information. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalling accurate statements about the appropriate format for audience, topic or purpose. uses basic language when producing text or responding to literature. recognizes the location and purpose of text features that convey information. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2- Writing

USING STRUCTURES and CONVENTIONS	
2STRCONV Student writes and edits using a variety of sentences, and grade appropriate spelling, capitalization, and punctuation.	
Grade 2	
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.
	Level 3.5 In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	<p>Student will:</p> <ol style="list-style-type: none"> a. write a variety of complete, simple sentences on a given topic. b. identify and correct mistakes in spelling (e.g. grade appropriate high frequency words and contractions). c. identify and correct mistakes in punctuation (i.e. periods, questions marks, exclamation marks, commas, quotation marks). d. identify and correct mistakes in capitalization. (i.e. beginning of sentences, proper noun). <p>The student exhibits no major errors or omissions.</p>
	Level 2.5 The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • writes simple sentences in isolation. • identifies mistakes in spelling, punctuation, and capitalization. <p>However, the student exhibits major errors or omissions with Level 3.</p>
	Level 1.5 The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.
	Level 0.5 With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.

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Anchorage School District – Language Arts Standard Based Assessment and Reporting, Grade 2- Writing

WORD STUDY and SPELLING		
2WS.SPELL Student shows understanding of weekly word study, concepts, and spelling rules.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. use given strategies for improving spelling (e.g. self-check, peer edit, dictionaries, spell check). b. spell grade-level appropriate and high frequency words correctly. c. apply weekly word study, concepts, and spelling rules. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • recognizes or recalling accurate statements about strategies for improving spelling. • spells basic high frequency words correctly. • applies basic spelling rules. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

REVISING		
2REVISE Student revises for the qualities of effective writing; including detail, clarity, and organization.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3, the student demonstrates in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: <ol style="list-style-type: none"> a. rearrange and/or adds supporting details to improve clarity. (e.g. conferences, revising in different color). b. use the qualities of good writing (e.g. conventions, fluency, ideas, organization, voice and word choice) to plan, and to revise writing with others. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> • adds supporting details to improve clarity. • recognizes or recalling accurate statements about the qualities of good writing. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
Level 0 (No progress)	Even with help, the student demonstrates no understanding or skill.	

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HANDWRITING		
2HNDWRTNG Student writes legibly.		
Grade 2		
Level 4 (Advanced)	In addition to Level 3, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 3 (Proficient)	Student will: a. write legibly using correct spacing and letter formation. The student exhibits no major errors or omissions.	
	Level 2.5	The student exhibits no major errors or omissions regarding Level 2, and partial knowledge of Level 3.
Level 2 (Making progress)	There are no major errors or omissions regarding the simpler details and processes as the student: • writes decipherable letters. However, the student exhibits major errors or omissions with Level 3.	
	Level 1.5	The student demonstrates partial knowledge of Level 2 but major errors or omissions regarding Level 3.
Level 1 (Making little progress)	With help, the student demonstrates partial understanding of some of Level 2 and some of Level 3.	
	Level 0.5	With help, the student demonstrates partial understanding some of Level 2 but not Level 3.
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