



2nd Grade Writing

Purpose

The rubrics help teachers and students authentically monitor growth and progress toward end-of-the-year learning standards. They support district consistency across classrooms and grading practices. The rubrics provide a broad lens to the intricate and multifaceted learning that takes place throughout the school year. Additional ongoing assessments are utilized to provide detailed data regarding student progress.

2nd Grade Writing

Statement	Exceeds	Secure	Developing	Beginning
Revises to strengthen writing	Independently revises to improve writing	Independently revises to improve writing following teacher instruction	Uses guided questions provided by teacher to revise writing (For example: lists of questions, checklists, posters, etc.)	Relies on teacher-developed and guided revising tools (For example: lists of questions, checklists, posters, etc.) to revise a teacher-selected portion of writing
Edits for grade level conventions	Independently edits to improve writing	Independently edits to improve writing following teacher instruction	Uses teacher-developed editing tools (for example: list of questions, checklists, posters, etc.) to edit writing	Relies on teacher-developed and guided editing tools (for example: list of questions, checklists, posters, etc.) to edit a teacher-selected portion of writing
Uses a variety of digital tools to publish writing	Uses multiple digital tools when publishing a piece of writing (paper, Power Point, model, etc.)	Independently uses a variety of digital tools to publish writing	Uses a variety of digital tools when presented with a variety of options (poster, choice board, teacher recommendation, etc.)	Uses digital tools selected by teacher
Develops narrative writing using a detailed sequence of events	Creates a narrative that has a clear sequence of events, descriptive details, dialogue, and a sense of closure	Creates a narrative that has a clear sequence of events using details to describe actions, thoughts, and feelings, including temporal words to signal event order and a sense of closure	Creates a narrative that has a detailed event or sequence of events	Creates a narrative with unrelated or incomplete events
Writes opinion pieces with supporting reasons on a topic or text	Writes opinion piece with a clearly stated opinion and supporting facts on a topic or text	Writes opinion piece with a clearly stated opinion and supporting reasons on a topic or text	Writes opinion piece with a clearly stated opinion and supporting reasons on a topic or text	Writes opinion piece with opinion unclear and/or parts missing

Writes focused informative/explanatory texts on one topic	Writes a focused informative/explanatory piece that includes a beginning statement introducing the topic, connecting facts and details, and a concluding section	Writes a focused informative/explanatory piece that includes a beginning statement introducing the topic, supporting facts and definitions to develop points, and a concluding statement	Writes an informative/explanatory piece that includes a beginning statement, supporting facts and definitions and a concluding statement	Writes an informative/explanatory piece with facts
Gathers information from multiple resources to write on a selected topic	<p>Uses multiple personal experiences to influence writing</p> <p>Gathers and uses relevant information from three or more resources to write on a selected topic</p>	<p>Uses personal experiences to influence writing (For example: Personal Narratives)</p> <p>Gathers and uses relevant information from two resources to write on a selected topic (For example: Informative writing)</p>	<p>Uses personal experiences to influence writing</p> <p>Gathers information from multiple resources to write on a selected topic, without a clear focus (too much or inadequate information)</p>	<p>Uses personal experiences that lack detail</p> <p>Does not gather information from multiple resources or information is inaccurate</p>

The asterisk () denotes one possible way a student could demonstrate enrichment or extension that would be designated as Exceeds Standard.*