



Woodford Writing Rubrics



Opinion - 2nd Grade

	1	2	3	4
 Ideas	Did not provide an opinion about a topic or text.	- Provided an opinion on a topic or text, but is vague and unclear. - Provided only one reason to support the opinion.	- Provided an opinion on a topic or text.. - Provided at least 2 reasons to support the opinion.	- Provided a strong opinion and ideas on a topic or text. - Provided and developed 3 or more reasons or examples to support the opinion.
 Organization	Did not write a clear beginning or ending.	- Attempted to write a beginning that states an opinion. - Wrote an ending to provide some sense of closure.	- Wrote a beginning that states an opinion. - The writer connected parts of her piece using words such as also, another, and because. - Wrote an ending to remind readers of opinion.	- Hooked readers with an interesting lead and clearly stated opinion. - Used linking words and phrases to connect reasons to opinion. - Grouped information into paragraphs that supported the opinions. - Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.
 Voice	No clear tone based on purpose and audience.	Weak or inappropriate tone based on purpose and audience.	Used an appropriate tone based on purpose and audience.	Used a convincing tone based on purpose and audience.
 Word Choice	Did not choose words related to opinion and/or reason.	Chose words related to opinion and/or reason.	Chose words and phrases for effect (i.e. strong verbs, & adjectives)	Chose powerful words and phrases carefully for effect (i.e. vivid verbs, figurative language)
 Sentence Fluency	- Did not write complete sentences. - Did not use a variety of sentence starters.	Used complete sentences.	- Used a variety of sentence types and structures. - Used a variety of sentences starters.	- Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly. - Used a variety of sentence types and structures (i.e. complex sentences)



Woodford Writing Rubrics



Conventions

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| <ul style="list-style-type: none">• Did not capitalized the first word in a sentence and the pronoun "I"• Did not spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <ul style="list-style-type: none">• Capitalized and punctuated some sentences correctly.• Used some known spelling patterns to spell words correctly.• Spelled some common high frequency words correctly. | <ul style="list-style-type: none">• Used spelling patterns (tion, er, ly, etc.) to spell a word correctly.• Capitalized and punctuated sentences correctly.• Spelled common high frequency words correctly. | <ul style="list-style-type: none">• Demonstrated above grade level command of the conventions of standard English grammar and usage.• Demonstrated above grade level command of the conventions of standard English capitalization, punctuation, and spelling. |
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Woodford Writing Rubrics



Informational - 2nd Grade

	1	2	3	4
 Ideas	Did not write about a clear topic.	Wrote about a topic using limited facts and details.	- Wrote some important facts and details about a topic. - Used different kinds of information in the writing such as facts, definitions, details, steps, and tips.	- Wrote about a topic in a variety of ways. (i.e. put in ideas, observations, and/or questions.) - Wrote facts, definitions, details, and observations about the topic and explained some of them. - Taught information in an interesting way (included illustrations where appropriate).
 Organization	Did not write information about a topic part by part.	- Wrote a beginning that identifies a topic. - Wrote about a topic part by part. - Wrote an ending.	- Wrote a beginning that named a topic and interested readers. - The writing had different parts. Each part told different information about the topic. - Wrote an ending to wrap up the piece.	- Hooked readers with an interesting lead and identified a topic and purpose. - Used transitions to move the text along. - Grouped information into paragraphs. Each paragraph was mostly about one thing that connected to the big topic. - Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.
 Voice	No clear tone based on purpose and audience.	Weak or inappropriate tone based on purpose and audience.	Used an appropriate tone based on purpose and audience.	Used a convincing tone based on purpose and audience.
 Word Choice	Chose words unrelated to topic.	Chose some domain specific words to teach readers	Chose domain specific words to teach readers	- Chose domain specific words to teach readers (i.e. repeating key words). - Chose specific words to enhance meaning
 Sentence Fluency	- Did not write complete sentences. - Did not use a variety of sentence starters.	Used complete sentences.	- Used a variety of sentence types and structures. - Used a variety of sentence starters.	- Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly. - Used a variety of sentence types and structures (i.e. complex sentences)



Woodford Writing Rubrics



Conventions

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| <ul style="list-style-type: none">• Did not capitalized the first word in a sentence and the pronoun "I"• Did not spell simple words phonetically, drawing on knowledge of sound-letter relationships. | <ul style="list-style-type: none">• Capitalized and punctuated some sentences correctly.• Used some known spelling patterns to spell words correctly.• Spelled some common high frequency words correctly. | <ul style="list-style-type: none">• Used spelling patterns (tion, er, ly, etc.) to spell a word correctly.• Capitalized and punctuated sentences correctly.• Spelled common high frequency words correctly. | <ul style="list-style-type: none">• Demonstrated grade level command of the conventions of standard English grammar and usage.• Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling. |
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Woodford Writing Rubrics



Narrative - 2nd Grade

	1	2	3	4
 Ideas	• Did not write a story about a specific event (or several loosely linked events). • Did not include who was there, what they did, and how the characters felt.	• Wrote about the order of events (two or more) that happened to tell a story. • Wrote some details about what happened.	• Wrote about an elaborated event or short sequence of events. • Brought characters to life with details, feelings, and actions.	• Wrote a story to develop real or imagined experiences or events. • Used descriptive details to develop experiences and events or show the response of character(s) to situations.
 Organization	• Did not write a beginning, middle, and end to the story.	• Attempted to write a beginning, middle, and end. • Told story in order by using limited transition words.	• Wrote a beginning introducing the characters and the setting • Wrote a middle that provided details about the event • Wrote an ending that provided a sense of closure • Use time/order transitions to signal event order	• Wrote a beginning introducing the characters and the setting • Wrote a middle that provided details that elaborated about the story • Wrote an ending that provided a sense of closure • Used a variety of time/order transitions to signal event order • Used paragraphs to separate beginning, middle and end of story
 Voice	• No clear tone based on purpose and audience.	• Weak or inappropriate tone based on purpose and audience.	• Used an appropriate tone based on purpose and audience.	• Used a convincing tone based on purpose and audience.
 Word Choice	• Used weak words that did not help readers picture the story.	• Used words that helped readers picture the story.	• Used strong words that helped readers picture the story.	• Used concrete words and phrases and sensory details to convey experiences and events precisely.
 Sentence Fluency	• Did not write complete sentences. • Did not use a variety of sentence starters.	• Used complete sentences.	• Used a variety of sentence types and structures. • Used a variety of sentences starters.	• Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly. • Used a variety of sentence types and structures (i.e. complex sentences)



Woodford Writing Rubrics



Conventions

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| <ul style="list-style-type: none">• Did not capitalized the first word in a sentence and the pronoun " I"• Did not spell simple words phonetically, drawing on knowledge of sound-letter relationships.• Multiple run-on sentences | <ul style="list-style-type: none">• Capitalized and punctuated some sentences correctly.• Used some known spelling patterns to spell words correctly.• Spelled some common high frequency words correctly.• Limited run-on sentences | <ul style="list-style-type: none">• Used spelling patterns (tion, er, ly, etc.) to spell a word correctly.• Capitalized and punctuated sentences correctly.• Spelled common high frequency words correctly. | <ul style="list-style-type: none">• Demonstrated grade level command of the conventions of standard English grammar and usage.• Demonstrated grade level command of the conventions of standard English capitalization, punctuation, and spelling. |
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