

**Second Grade Opinion Writing Rubric**

*See Note Below*	Kindergarten 1 Pt=Below	1.5 Pts= Below	Grade 1 2 Pts=Basic	2.5 Pts = Basic	Grade 2 3 Pts= Meets	3.5 Pts = Excels	Grade 3 4 Pts = Excels	Score
<b>Structure</b>								
<b>Overall</b>	Told, drew, and wrote his/her opinion or likes and dislikes about a topic or book	<b>Mid-level</b>	Wrote his/her opinion or likes and dislikes and said why	<b>Mid-level</b>	Wrote his/her opinion or likes and dislikes and gave reasons for the opinion	<b>Mid-level</b>	Told readers his/her opinion and ideas on a text or a topic and helped them understand the reasons	
<b>Lead</b>	Wrote his/her opinion in the beginning	<b>Mid-level</b>	Wrote a beginning in which he/she got readers' attention-- Named the topic or text he/she was writing about and gave his/her opinion	<b>Mid-level</b>	Wrote a beginning in which he/she not only gave his/her opinion, but also set readers up to expect that his/her writing would try to convince them of it	<b>Mid-level</b>	Wrote a beginning in which he/she not only set the expectation that this would be a piece of opinion writing, but also tried to hook readers into caring about the opinion	
<b>Transitions</b>	Wrote his/her idea and then said more— He/she used words such as <i>because</i>	<b>Mid-level</b>	Writer more about his/her opinion and used words such as <i>and</i> and <i>because</i>	<b>Mid-level</b>	Connected parts of his/her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i>	<b>Mid-level</b>	Connected multiple ideas and reasons with examples using words such as <i>also</i> , <i>another</i> , <i>for example</i> and <i>because</i>	
<b>Ending</b>	Attempted to write an ending	<b>Mid-level</b>	Wrote an ending for his/her piece	<b>Mid-level</b>	Wrote an ending in which he/she reminded readers of his/her opinion	<b>Mid-level</b>	Worked to write a logical ending, perhaps a thought or comment related to the opinion	
<b>Organization</b>	Stated his/her opinion in one place and in another place told why	<b>Mid-level</b>	Wrote a part where he/she got readers' attention and a part when he/she said more	<b>Mid-level</b>	The piece had different parts with some reasons or examples to support the stated opinion	<b>Mid-level</b>	Wrote several reasons or examples why readers should agree with his/her opinion and wrote at least several sentences about each reason —Organized information so that each part was mostly about one thing	
<b>Development</b>								
<b>Elaboration X2</b>	Put everything he/she thought about topic (or book) on the page	<b>Mid-level</b>	Wrote at least one reason for his/her opinion	<b>Mid-level</b>	Wrote at least two reasons and wrote at least a few sentences about each reason	<b>Mid-level</b>	Not only named two or more reasons to support the stated opinion, but wrote additional related information	
<b>Craft X2</b>	Drew and wrote some details	<b>Mid-level</b>	Used labels and/or descriptive words to give details	<b>Mid-level</b>	Chose words to persuade readers to agree with the stated opinion	<b>Mid-level</b>	Not only told readers to believe his/her opinion, but wrote in ways that got them thinking or feeling about the stated opinion	
<b>Language Conventions</b>								
<b>Spelling</b>	Could read his/her writing-Wrote a letter for sounds heard- Used the word wall to help spell	<b>Mid-level</b>	Used all he/she knew about words and chunks to help spell ( <i>at,op,it,etc.</i> ) – Spelled the grade appropriate words correctly and used the word wall	<b>Mid-level</b>	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words— Spelled the grade appropriate words correctly and used the word wall	<b>Mid-level</b>	Used what he/ she knew about word families, spelling patterns and spelling rules to help him/her spell and edit grade appropriate words.	

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Language Conventions Continued								
<b>Punctuation</b>	Put spaces between words-Mostly used lowercase letters unless capitals were needed-Started most sentences with an uppercase letter	<b>Mid-level</b>	Ended sentences with correct punctuation-Used uppercase letter for names-Used commas in dates and lists	<b>Mid-level</b>	Used quotation marks to show what characters said ---Used apostrophes in words such as <u>can't</u> and <u>don't</u>	<b>Mid-level</b>	Punctuated dialogue correctly with commas and quotation marks—Put the correct punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another	
*Note: If a student does not have the skill(s) listed as a '1', give the student '0'								Total Points

**Report Scale Score Online**

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11.5 – 16.5	1.5	Below
17- - 22	2	Basic
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels