

Student Friendly Writing Rubrics Second Grade

Cobb County Grade 2 Student-Teacher Friendly Narrative Writing Rubric

Domain	Component	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Ideas	Focus	My topic is not clear to my reader.	My topic is clear in parts of my story.	My topic is clear throughout my story.
	Supporting Details	I have a few details, and they may not fit my story.	I include some sensory details (adjectives, strong verbs) to develop the characters and setting.	I use sensory details throughout my story to develop the characters, setting, and plot.
	Character Development	I may name or list my characters. I do not use action or dialogue.	I am beginning to develop my characters through action and dialogue (with quotation marks).	I develop my characters through action and dialogue (with quotation marks) throughout my story.
	Development/Completeness	I do not tell the whole story. I left out important events.	I include some details to tell the events in my story.	I use many details and examples to describe the events in my story.
Organization	Organizational Pattern (Beginning, Middle, End)	I do not have a clear beginning, middle, or end.	My story has a beginning, middle, and end, but I need to add more details to at least one part; my opening captures my reader's interest, and my ending wraps things up (closure).	My story has a strong beginning, middle, and end; my opening captures my reader's interest, and my ending wraps things up (closure).
	Chronological Sequence of Ideas	The order of the events in my story doesn't make sense.	Most of the events in my story happen in an order that makes sense.	My story follows an order that makes sense to the reader.
	Transitions	I do not use transition words and phrases.	I use some transition words/phrases and time cue words.	I use varied transition words/phrases and time cue words throughout my story.
Style	Word Choice	I repeat many words. I do not include interesting words.	My writing includes some interesting words to help my reader get a picture in his/her head (strong verbs, adjectives).	My writing includes many interesting words to help my reader get a picture in his/her head (strong verbs, adjectives).
	Audience Awareness	It doesn't sound like I care about this topic. It doesn't sound like me.	Readers can tell I'm talking right to them, and that I care about this topic in parts of my story. My writing is beginning to sound like me!	Readers can tell I'm talking right to them, and that I care about this topic throughout my story. My writing sounds like me!

Cobb County Grade 2 Student-Teacher Friendly Response to Literature Writing Rubric

Domain	Component	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Ideas	Focus	My opinion and topic are clear to my reader.	I capture my reader's interest by stating my opinion about a text. My topic is clear in parts of my piece.	I capture my reader's interest by stating my opinion about a text. My topic is clear throughout my piece.
	Supporting Details	I do not include many details. Some of the details may not support my opinion.	I include some details to support my opinion about what I read.	I include many relevant facts, details, and examples to support my opinion about what I read.
	Connecting to Text	I do not make connections.	I make connections (text-to-text, text-to-self, text-to-world) using details from the text.	I make connections (text-to-text, text-to-self, text-to-world) using many important details from the text.
	Development/Completeness	I have included little or no information about what I read.	I have included some information to show that I understand what I read.	I have included information (several details, facts, and/or examples) to show that I understand what I read.
Organization	Organizational Pattern	I do not have a clear introduction, body, and conclusion.	My piece has an introduction, body, and conclusion, but I need to add more details to at least one part; my opening captures my reader's interest, and my ending wraps things up (closure).	My piece has a clear introduction, body, and conclusion; my opening captures my reader's interest, and my ending wraps things up (closure).
	Grouping of Ideas	I do not group my ideas together in a way that makes sense.	I group my ideas together in a way that makes sense to my reader most of the time (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle and end with details from the text).	I group my ideas together in a way that makes sense to my reader throughout my piece (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle and end with details from the text).
	Transitions	I use very few or no transition words and phrases.	I use some transition words and phrases.	I use many different transition words and phrases.
Style	Word Choice	I repeat many words. I do not include interesting words.	My writing includes some interesting words to help my reader get a picture in his/her head (strong verbs, adjectives, words relating to my topic).	My writing includes many interesting words to help my reader get a picture in his/her head (strong verbs, adjectives, words relating to my topic).
	Audience Awareness	It doesn't sound like I'm interested in this topic. It doesn't sound like me.	In parts of my paper, readers can tell I'm talking right to them and that I care about this topic. My writing is beginning to sound like me!	Readers can tell I'm talking right to them and that I care about this topic throughout my piece. My writing sounds like me!

Cobb County Grade 2 Student-Teacher Friendly Informational Writing Rubric

Domain	Component	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Ideas	Focus	My topic is not clear to my reader.	My topic is clear to my reader in parts of my piece.	My topic is clear to my reader throughout my piece.
	Supporting Details	I do not include many details. Some of the facts and details may not go with my topic.	I include some facts and details about my topic. I may include charts, tables, or graphs to help my reader understand my writing.	I include many interesting facts, details, and examples about my topic throughout my piece. I may include charts, tables, or graphs to help my reader understand my writing.
	Use of Resources	I do not use outside resources to get information about my topic.	I use a few outside resources to get and share information about my topic (encyclopedia, Internet, books).	I use many different resources to get and share information about my topic (encyclopedia, Internet, books). I write the information in my own words.
	Development/ Completeness	I do not include enough information to explain my topic. I leave out important details.	I include some information to tell my reader about my topic.	I include enough information to inform my reader about my topic.
Organization	Organizational Pattern	I do not have an introduction, body, and/or conclusion.	My piece has an introduction, a body, and conclusion, but I need to add more details to at least one part; my opening captures my reader's interest, and my ending wraps things up (closure).	My piece has a strong introduction, body, and conclusion; my opening captures my reader's interest, and my ending wraps things up (closure).
	Grouping of Ideas	I do not group my ideas together in a way that makes sense.	I group my ideas together in a way that makes sense to my reader most of the time (chronological order, similarity and difference, question and answer).	I group my ideas together in a way that makes sense to my reader throughout my piece (chronological order, similarity and difference, question and answer).
	Transitions	I do not use transition words and phrases.	I use some transition words and phrases.	I use many different transition words and phrases.
Style	Word Choice	I repeat many words. I do not include interesting words.	My writing includes some interesting words to help my reader get a picture in his/her head (strong verbs, adjectives, words relating to my topic).	My writing includes many interesting words to help my reader get a picture in his/her head (strong verbs, adjectives, words relating to my topic).
	Audience Awareness	It doesn't sound like I'm interested in this topic. It doesn't sound like me.	In parts of my piece, readers can tell I'm talking right to them and that I care about this topic. My writing is beginning to sound like me!	Readers can tell I'm talking right to them and that I care about this topic throughout my piece. My writing sounds like me!

Cobb County Grade 2 Student-Teacher Friendly Persuasive Writing Rubric

Domain	Component	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Ideas	Focus	My topic is not clear to my reader.	My topic is clear to my reader in parts of my piece.	My topic is clear to my reader throughout my piece.
	Supporting Details	I do not include many details and some may not fit my piece.	I include details to support my opinion/position and persuade my reader.	I include many interesting details, facts, and/or examples to support my opinion/position and persuade my reader.
	Position	My position/opinion is not clear.	I capture my reader's interest by stating a clear position/opinion.	I capture my reader's interest by stating a clear position/opinion and develop my point of view throughout my piece.
	Development/Completeness	I include very little or no information to persuade my reader	My purpose is clear, and I include enough information to persuade my reader.	My purpose is clear, and I include several details, facts, and or examples throughout my piece to persuade my reader.
Organization	Organizational Pattern (introduction, body, conclusion)	I do not have an introduction, body, and/or conclusion.	My piece has an introduction, body, and conclusion; one part of the paper may not be as strong as the others; my opening captures my reader's interest, and my ending wraps things up (closure).	My piece has a strong introduction, body, and conclusion; my opening captures my reader's interest, and my ending wraps things up (closure).
	Grouping of Ideas	I do not group my ideas together in a way that makes sense.	I group my ideas together in a way that makes sense to my reader most of the time (letter, list of pros and cons, advertisement).	I group my ideas together in a way that makes sense to my reader throughout my piece (letter, list of pros and cons, advertisement, speech, brochure, movie, book review).
	Transitions	I use very few or no transition words and phrases.	I use some transition words and phrases.	I use varied transition words and phrases throughout my piece.
Style	Word Choice	I repeat many words. I do not include interesting words.	My writing includes some interesting words to help my reader get a picture in his/her head (strong verbs, adjectives).	My writing includes many interesting words to help my reader get a picture in his/her head (strong verbs, adjectives).
	Audience Awareness	It doesn't sound like I care about this topic. It doesn't sound like me.	Readers can tell I'm talking right to them, and that I care about this topic in parts of my paper. My writing is beginning to sound like me!	Readers can tell I'm talking right to them, and that I care about this topic throughout my paper. My writing sounds like me!

Cobb County Grade 2 Student-Teacher Friendly Conventions Rubric

Component	Element	Does Not Meet	Meets Expectations	Exceeds Expectations
Sentence Formation	Clarity and Correction	My handwriting and spacing make my paper difficult to read. Many of my sentences don't make sense.	My handwriting is easy for others to read (correct shape, slant, size, and spacing). My sentences make sense most of the time.	My handwriting is easy for others to read (correct shape, slant, size, and spacing throughout the piece). All of my sentences make sense.
	Complexity	My writing includes only simple sentences (sentences with only one subject and verb). Many sentences begin with the same word.	My writing includes varied sentence structure some of the time (some sentences with more than one subject and/or verb).	My writing includes varied sentence structure most of the time (some sentences with more than one subject and /or verb).
Usage	Subject/Verb Agreement	I have many incomplete sentences and mistakes in subject/verb agreement.	My writing includes complete sentences with correct subject/verb agreement.	My writing includes complete sentences with correct subject/verb agreement all of the time.
	Noun Forms (singular, plural, possessive)	My writing includes nouns that are often used incorrectly.	My writing includes nouns that are used correctly (singular, plural, possessive).	My writing includes nouns that are used correctly all of the time.
	Personal and Possessive Pronouns	I do not use pronouns correctly (singular and plural personal pronouns; singular possessive pronouns).	I use pronouns correctly (singular and plural personal pronouns; singular possessive pronouns).	I use a variety of pronouns correctly all of the time (singular and plural personal pronouns; singular possessive pronouns).
Mechanics	Spelling	My writing shows that I do not use common rules of spelling, and many sight words are spelled incorrectly.	My writing shows that I use the common rules of spelling. Most sight words are spelled correctly.	My writing shows that I use common rules of spelling to spell unfamiliar and complex words. Sight words are spelled correctly.
	Ending Punctuation	My writing shows many mistakes with ending punctuation.	My writing shows correct ending punctuation (periods, question marks, and exclamation marks).	My writing shows correct ending punctuation all of the time.
	Capitalization	I need to use capital letters correctly. Few of my sentences and proper nouns begin with capital letters.	I use capital letters correctly most of the time. Most of my sentences and proper nouns begin with capital letters.	I use capital letters correctly throughout my piece. All of my sentences and proper nouns begin with capital letters.
	Commas	My writing shows many mistakes with using commas.	My writing shows correct use of commas some of the time (commas in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states).	My writing shows correct use of commas most of the time.