

Date: _____

Name: _____

Rubric for Opinion Writing—Second Grade

	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote her opinion or likes and dislikes about a topic or book.	Mid-level	The writer wrote his opinion or his likes and dislikes and said why.	Mid-level	The writer wrote her opinion or her likes and dislikes and gave reasons for her opinion.	Mid-level	The writer told readers his opinion and ideas on a text or a topic and helped them understand his reasons.	
Lead	The writer wrote his opinion in the beginning.	Mid-level	The writer wrote a beginning in which she got readers' attention. She named the topic or text she was writing about and gave her opinion.	Mid-level	The writer wrote a beginning in which he not only gave his opinion, but also set readers up to expect that his writing would try to convince them of it.	Mid-level	The writer wrote a beginning in which she not only set readers up to expect that this would be a piece of opinion writing, but also tried to hook them into caring about her opinion.	
Transitions	The writer wrote her idea and then said more. She used words such as <i>because</i> .	Mid-level	The writer said more about his opinion and used words such as <i>and</i> and <i>because</i> .	Mid-level	The writer connected parts of her piece using words such as <i>also</i> , <i>another</i> , and <i>because</i> .	Mid-level	The writer connected his ideas and reasons with his examples using words such as <i>for example</i> and <i>because</i> . He connected one reason or example using words such as <i>also</i> and <i>another</i> .	
Ending	The writer had a last part or page.	Mid-level	The writer wrote an ending for her piece.	Mid-level	The writer wrote an ending in which he reminded readers of his opinion.	Mid-level	The writer worked on an ending, perhaps a thought or comment related to her opinion.	

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	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE (cont.)								
Organization	The writer told her opinion in one place and in another place she said why.	Mid-level	The writer wrote a part where he got his readers' attention and a part where he said more.	Mid-level	The writer's piece had different parts; she wrote a lot of lines for each part.	Mid-level	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason. The writer organized his information so that each part of his writing was mostly about one thing.	
								TOTAL:
DEVELOPMENT								
Elaboration*	The writer put everything he thought about the topic (or book) on the page.	Mid-level	The writer wrote at least one reason for her opinion.	Mid-level	The writer wrote at least two reasons and wrote at least a few sentences about each one.	Mid-level	The writer not only named her reasons to support her opinion, but also wrote more about each one.	(x2)
Craft*	The writer had details in pictures and words.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose words that would make readers agree with her opinion.	Mid-level	The writer not only told readers to believe his opinion, but also wrote in ways that got them thinking or feeling in certain ways.	(x2)
								TOTAL:

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS								
Spelling	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help him spell.	Mid-level	The writer used all she knew about words and chunks of words (<i>at, op, it, etc.</i>) to help her spell. The writer spelled all the word wall words right and used the word wall to help her spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about word families and spelling rules to help her spell and edit. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer 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.	
								TOTAL:

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: _____

Date: _____

Rubric for Information Writing—Second Grade

	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught his readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	
Lead	The writer told what his topic was.	Mid-level	The writer named her topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	
Transitions	The writer put different things she knew about the topic on her pages.	Mid-level	The writer told different parts about his topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	
Ending	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
Organization	The writer told, drew and wrote information across pages.	Mid-level	The writer told about his topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	
								TOTAL:

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	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in her writing to teach about her topic.	Mid-level	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	(x2)
Craft*	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	(x2)
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help her spell.	Mid-level	The writer used all she knew about words and chunks (<i>at, op, it, etc.</i>) to help her spell. The writer spelled the word wall words right and used the word wall to help her spell other words.	Mid-level	The writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer 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.	
								TOTAL:

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Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4

Name: _____

Date: _____

Rubric for Narrative Writing—Second Grade								
	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when he did something.	Mid-level	The writer wrote about <i>one time</i> when she did something.	Mid-level	The writer told the story bit by bit.	
Lead	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for her story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	
Transitions	The writer put her pages in order.	Mid-level	The writer put his pages in order. He used words such as <i>and</i> and <i>then</i> , <i>so</i> .	Mid-level	The writer told her story in order by using words such as <i>when</i> , <i>then</i> , and <i>after</i> .	Mid-level	The writer told his story in order by using phrases such as <i>a little later</i> or <i>after that</i> .	
Ending	The writer had a page that showed what happened last in his story.	Mid-level	The writer found a way to end her story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote his story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	
								TOTAL:

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	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from her mind onto the page. She had details in pictures and words.	Mid-level	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	(x2)
Craft*	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	(x2)
								TOTAL:
LANGUAGE CONVENTIONS								
Spelling	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (<i>at, op, it, etc.</i>) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (<i>tion, er, ly, etc.</i>). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

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LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer 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.	
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