

Opinion Writing Rubric and Grade

Second Grade



| Subject | Kindergarten | 2.5 Points | First Grade | 3.5 Points | Second Grade | 4.5 Points | Third Grade | Score: |
|---------------|--|------------|---|------------|---|------------|--|-----------|
| | 2 Points | | 3 Points | 4 Points | 5 Points | | | |
| Structure | | | | | | | | |
| Overall | The writer told, drew, and wrote an opinion or likes and dislikes about a topic or book. | Mid-level | The writer wrote about an opinion or likes and dislikes and said why. | Mid-level | The writer wrote about an opinion or likes and dislikes and gave reasons for the opinion. | Mid-level | The writer told readers an opinion and ideas on a text and helped them understand his/her reasons. | |
| Lead | The writer wrote his/her opinion in the beginning. | Mid-level | The writer wrote a beginning that got the readers' attention. He/she names the topic or text to write about and gave his/her opinion. | Mid-level | The writer wrote a beginning in which not only gave the opinion, but also set readers up to expect that the writing would try to convince them of it. | Mid-level | The writer wrote a beginning in which s/he 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 his/her opinion. | |
| Transitions | The writer wrote his/her idea and then said more. He/she used words such as because. | Mid-level | The writer said more about the topic and used words such as and and because. | Mid-level | The writer connected parts of the writing using words such as also, another, and because. | Mid-level | The writer connected his/her ideas and reasons with his examples using words such as for example, and because. S/he connected one reason or example using words such as also and another. | |
| Ending | The writer had a last part or sentence. | Mid-level | The writer wrote an ending for his piece. | Mid-level | The writer wrote an ending in which he/she reminded readers of the opinion. | Mid-level | The writer worked on an ending, perhaps as a thought or comment related to his/her opinion. | |
| Organization | The writer told his/her opinion in one place and in another place said why. | Mid-level | The writer wrote a part where he/she got readers' attention and a part where he/she wrote more. | Mid-level | The writer's piece had different parts and wrote lines for each part. Structure of thoughts includes multi-paragraph form. | 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: | | | | | | | | 19 |

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| Development | | | | | | | | |
| Elaboration | The writer put everything he/she thought about the topic (or book) on the page. | Mid-level | The writer wrote at least one reason for the opinion. | Mid-level | The writer wrote two reasons and wrote at least a few sentences about each one. | Mid-level | The writer not only named reasons to support his/her opinion, but also wrote more about each one. | |
| 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 his/her opinion. | Mid-level | The writer not only told readers to believe him/her, but also wrote in ways that got them thinking or feeling in certain ways. | |
| | | | | | | | | Total: 7 |
| Language Conventions | | | | | | | | |
| Spelling | The writer could read his/her writing. The writer wrote a letter for the sounds heard. | Mid-level | The writer used all he/she knew about words and chunks of words to help spell. Most of the words were spelled correctly. | Mid-level | To spell a word, the writer used what he/she knew about spelling patterns. All of the word wall words were spelled correctly. | Mid-level | The writer used what he/she knew about word families and spelling rules to help spell and edit. The writer got help from others to check spelling and punctuation before writing the final draft. | |
| Punctuation & Capitalization | The writer put spaces between the words. The writer mostly 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 "can't" and "don't," he/she used the apostrophe. | Mid-level | The writer punctuated dialogue correctly with commas and quotation marks. The writer put punctuation at the end of every sentence. The writer wrote in ways that helped readers read with expression. | |
| | | | | | | | | Total: 7 |

| Comments: Rubric by Lucy Calkins and Colleagues from the Teachers College Reading and Writing Project | Number of points | Scaled Score | Final Total: |
|--|------------------|--------------|-----------------|
| | 1 - 11 | 1 | 33 |
| | 11.5 - 16.5 | 1.5 | |
| | 17 - 22 | 2 | |
| | 22.5 - 26.5 | 2.5 | Goal: 33 points |
| | 27 - 33 | 3 | |
| | 33.5 - 38.5 | 3.5 | |
| | 39 - 44 | 4 | |

For the Fall Narrative story, the goal is to achieve 3.5 points for all writing categories, totaling 31.5 points.

For the Winter Opinion review, the goal is to achieve a mix of 3.5 and 4 points for all writing categories, totaling around 33-34.5 points.

For the Spring Informative report, the goal is to achieve 4 points for all categories, totaling 36 points.