

WSD Second Grade Writing Rubric

Fall: “This year we will read about a lot of adventures that the Superkids will take.”

Spring: “This year, we read about many adventures of the Superkids.”

Continue here both Fall and Spring: “Remember, an adventure is something fun or interesting that you do. Think of something fun that you enjoy doing. It doesn’t have to be a big adventure. Maybe it was a fun trip you took or a day you spent with a friend or family member. Maybe you played a good game with someone. Or maybe you made or learned how to do something interesting. Write about what your adventure was, what happened during your adventure, and what made it fun or interesting. Remember to begin sentences and the names of people and places with a capital letter. Use the correct mark at the end of sentences. Spell words as best you can.”

Scoring Guidelines: This rubric represents the transition between the 3-point scale in Superkids and the 6-point scale used for scoring in grades 3-5. The rubric merges the Superkids marks of +, ✓, – and the report card language/scoring of Emergent (Minimal/Basic), Proficient, and Advanced. Record the numeric traits score (1-6) in the Fall and Spring columns on the right. Please note that because Voice is not specifically addressed in the Superkids curriculum, it is not included on this rubric. You are welcome to give feedback on Voice as appropriate.

Name _____ School/Teacher _____ Dates: Fall _____ Spring _____

	Advanced (5-6) Exceeds Expectations (+)	Proficient (3-4) Meets Expectations (✓)	Emergent (1-2) Isn’t Meeting Expectations (–)	Fall	Spr
Focus (6 Traits Ideas)	Story focuses on a personal event and includes important details, thoughts or feelings	Story focuses on a personal event and includes some details, thoughts or feelings	Story may not stay focused on a personal event; may be lacking details and thoughts or feelings		
Organization And Clarity (6 Traits Organization and Sentence Fluency)	Has clear ideas in an order that makes sense for the product Has complete, coherent sentences throughout	Has mostly clear ideas in an order that makes sense for the product Has complete, coherent sentences throughout	Has unclear ideas in an order that may be confusing Has incomplete sentences, some may be incoherent		

Support (6 Traits Ideas and Word Choice)	<p>Includes specific details or reasons to support ideas</p> <p>Includes strong word choices that add clarity</p>	<p>Includes some specific details or reasons to support ideas</p> <p>Includes a few good word choices that add clarity</p>	<p>Has few or no specific details or reasons to support ideas</p> <p>Does not have good word choices, lacks clarity</p>		
Conventions (6 Traits Conventions)	<p>Mechanics: Complete sentences with correct capitalization (beginning of sentences, proper nouns) and punctuation (end marks, some commas)</p> <p>Spelling: Strong recall of Memory Words and application of spelling patterns</p> <p>Grammar/Usage: Few errors; they don't interfere with reader's understanding</p> <p>Handwriting: Good letter formation and spacing</p>	<p>Mechanics: Complete sentences with mostly correct capitalization (beginning of sentences, proper nouns) and punctuation (end marks)</p> <p>Spelling: Good recall of Memory Words and some application of spelling patterns</p> <p>Grammar/Usage: Some errors, but they don't interfere with reader's understanding</p> <p>Handwriting: Mostly correct letter formation and spacing</p>	<p>Mechanics: Incomplete or incoherent sentences; inconsistent capitalization and punctuation</p> <p>Spelling: Poor recall of Memory Words and little application of spelling patterns</p> <p>Grammar/Usage: Significant errors interfere with reader's understanding</p> <p>Handwriting: Significant problems with letter formation and spacing</p>		
Student's Use of the Writing Process	<p>Generates ideas and makes plans with sufficient detail</p> <p>Edits effectively using the Editing Checklist</p> <p>Revises using the Revision Checklist</p> <p>Publishes carefully and neatly</p>	<p>Generates ideas and makes plans with sufficient detail</p> <p>Edits somewhat effectively using the Editing Checklist</p> <p>Revises somewhat using the Revision Checklist</p> <p>Publishes carefully and neatly</p>	<p>Generates few ideas and lacks sufficient details in plans</p> <p>Edits and revises only with significant prompting or not at all</p> <p>Does not publish carefully and neatly</p>		
Total Score					

Score Key 1=Minimal, 2-3=Basic, 4=Proficient, 5-6=Advanced