

GRADE 2 OPINION WRITING RUBRIC

	Below Basic (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
STRUCTURE				
Overall	The writer told, drew, and wrote his/her opinion or likes and dislikes about a topic or a book.	The writer wrote his/her opinion or his/her likes and dislikes and said why.	The writer wrote his/her opinion or his/her likes and dislikes and gave reasons for his/her opinion.	The writer told readers his/her opinion and ideas on a text or a topic and helped them understand his/her reasons.
Lead	The writer wrote his/her opinion in the beginning.	The writer wrote a beginning in which he/she got readers' attention. He/she named the topic and gave his/her opinion.	The writer wrote a beginning in which the opinion was stated and readers were set up to expect that the writing would try to convince them of the opinion.	The writer wrote a beginning that tried to hook readers into caring about the opinion.
Transitions	The writer wrote his/her idea and then said more. He/she used words such as <i>because</i> .	The writer used words such as <i>and</i> and <i>because</i> .	The writer used words such as <i>also</i> , <i>another</i> , and <i>because</i> .	The writer used words such as <i>for example</i> and <i>because</i> .
Ending	The writer had a last part or page.	The writer wrote an ending for his/her piece.	The writer wrote an ending in which he/she reminded readers of his/her opinion.	The writer worked on an ending, perhaps a thought or comment related to the opinion.
Organization	The writer told his/her opinion in one place, and in another place he/she said why.	The writer wrote a part where he/she got his/her readers' attention and a part where he/she said more.	The writer's piece had different parts; he/she wrote a lot of lines for each part.	The writer wrote several reasons or examples why readers should agree with his opinion and wrote at least several sentences about each reason.
DEVELOPMENT				
Elaboration	The writer put everything he/she thought about the topic (or book) on the page.	The writer wrote at least one reason for his/her opinion.	The writer wrote at least two reasons and wrote at least a few sentences about each one.	The writer not only named his/her reasons to support her opinion but also wrote more about each one.
Craft	The writer used a few details.	The writer used some details.	The writer chose strong words that would make readers agree with his/her opinion.	The writer not only told readers to believe his/her opinion but also wrote in ways that got them thinking or feeling in certain ways.
LANGUAGE CONVENTIONS				
Spelling	The writer wrote a letter for the sound he/she heard.	The writer used chunks of words (e.g., <i>at</i> , <i>op</i> , <i>it</i> , etc.) to spell. The writer used the word wall to help him/her spell.	The writer used spelling patterns (e.g., <i>tion</i> , <i>er</i> , <i>ly</i> , etc.). The writer used the word wall to help him/her spell other words.	The writer used spelling patterns correctly and edited regularly.
Conventions	The writer began and ended few sentences with capitalization and punctuation.	The writer began and ended some sentences with capitalization and punctuation.	The writer began and ended most sentences with capitalization and punctuation. The writer sometimes punctuated dialogue correctly.	The writer began and ended all sentences with capitalization and punctuation. The writer punctuated dialogue correctly.

Scoring Directions

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

Compiling the Scores

In each row, highlight the descriptor in the column that matches the student's work. Scores in the categories of Elaboration and Craft are worth double the point value. Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Spelling Score _____

Conventions Score _____

Total Score _____

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

*The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.