

**New Paltz Central School District  
Grade 2  
Writing Rubric  
Common Writing Task**

Name \_\_\_\_\_

Date \_\_\_\_\_

|                      | <b>4</b>   | <b>3</b>   | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|----------------------|--|--|---|--|--------------|
| <u>Meaning</u>       | Writing follows a logical sequence/format<br>Varies sentence patterns<br>Writes with many details and uses descriptive language<br>Demonstrates a developing sense of voice                                    | Writing follows a logical sequence/format<br>Varies sentence patterns<br>Writes with some detail and uses some descriptive language  | Writing follows a logical sequence/format<br>Sentence patterns are simple and repetitive<br>Writes with little detail and uses little descriptive language  | Writing does not follow a logical sequence/format<br>Varies sentence patterns<br>Writes with some detail and uses some descriptive language  |              |
| <u>Conventions –</u> | Uses proper capitalization and punctuation consistently<br>Uses proper verb tense consistently<br>Consistently uses conventional spelling of grade appropriate words<br>Uses spaces between words consistently | Uses proper capitalization and punctuation most of the time<br>Uses proper verb tense most of the time<br>Uses conventional spelling of grade appropriate words most of the time<br>Uses spaces between words consistently | Uses proper capitalization and punctuation some of the time<br>Uses proper verb tense some of the time<br>Uses a mix of phonetic and conventional spelling of grade appropriate words<br>Uses spaces between words most of the time | Uses a mix of upper and lower case letters and punctuation<br>Uses proper verb tense some of the time<br>Uses a mix of phonetic and conventional spelling of grade appropriate words<br>Uses spaces between words some of the time |              |

**Scoring Guide**

When reviewing a student’s writing work

- Students who score a 2 on this rubric in November are at grade level for the first marking period.
- Students who score a 3 on this rubric in March are at grade level for the second marking period.
- Students who score a 3 on this rubric in June are at grade level for the third marking period.
- Students who receive a 4 on this rubric are above grade level in all marking periods.

**New Paltz Central School District  
Second Grade  
Writing Rubric  
Literary Response**

Name \_\_\_\_\_

Date \_\_\_\_\_

|  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|--|--|---|---|--|--------------|
| <b>Meaning –</b><br>The writing exhibits understanding of the task.  | The response fulfills all requirements of the task and addresses the topic fully, using genre specific details or examples. The response shows good insight. | The response fulfills requirements of the task and makes a good attempt to address the topic with some success. | The response fulfills some of the requirements of the task and attempts to address the topic, but cannot maintain it. | Does not fulfill the requirements and/or address the topic.  |              |
| <b>Development –</b><br>The writing shows elaboration of ideas, using specific details.  | Develops ideas fully with elaboration. Supports explanations with evidence from the text.  | Sufficiently develops ideas with elaboration. Uses relevant evidence from the text.                             | Ideas are not fully developed. Provides few examples or details from the text.  | Essay is not developed. Details from text are not used.  |              |
| <b>Organization –</b> The writing exhibits direction, shape, and coherence.  | Focus is evident. Ideas are supported, logical, and coherent.  | Focus is evident. The organization pattern fits the topic and purpose. Follows a logical sequence.              | May attempt to establish a focus, but includes some irrelevant details.   | Displays lack of focus. Shows little or no organization.   |              |
| <b>Language Use -</b><br>The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | The word choice, including the use of literary terms, creates a clear message. Uses complex sentences.   | Some complex sentences are used. Some variation in vocabulary.  | Simple sentences and basic vocabulary are used.   | Incomplete sentences and repetitive vocabulary are used.   |              |
| <b>Conventions –</b><br>The writing shows appropriate use of punctuation, grammar, and spelling.   | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.  | Grammar, spelling, and punctuation have some errors. Uses some sentence variety.                                | Grammar, spelling, and punctuation have many errors. Little use of sentence variety.                                  | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. |              |

**Comments**

**New Paltz Central School District  
Second Grade  
Writing Rubric  
Report Writing**

Name \_\_\_\_\_

Date \_\_\_\_\_

|  | <b>4</b>   | <b>3</b>  | <b>2</b>  | <b>1</b>   | <b>Score</b> |
|--|--|---|---|--|--------------|
| <u>Development –</u><br>The writing shows elaboration of ideas, using specific details.  | All necessary information is included.   | All important information is included; however, some irrelevant information is also included. Irrelevant information does not seriously detract from the effectiveness of the presentation. | Some necessary information is left out and/or some irrelevant information is included. These faults are serious enough to detract from the overall effectiveness of the presentation. | So much important information is left out that there is very little likelihood that the reader can understand the presentation.      |              |
| <u>Organization –</u><br>The writing exhibits direction, shape, and coherence.   | Details are arranged in an order that the reader can follow; clear transition between steps; overall presentation is coherent. | Details organized reasonably well; there may be minor lapses from logical order, but they do not seriously detract from coherence of presentation.  | Some attempt to order information has been made, but the sequence is difficult to follow.   | There is no apparent order. Writing rambles and/or is confusing to the reader.   |              |
| <u>Language Use –</u><br>The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | Words chosen are clear, accurate, and appropriate.   | Words selected indicate some thoughtfulness regarding word choice. Some words are misused, but do not detract from the overall effectiveness of the writing.                                | Some of the words used are ambiguous, inaccurate, vague, or redundant, detracting from the overall effectiveness of the writing.  | So many wrong or ambiguous words are used that meaning of the message is impossible to follow.                                       |              |
| <u>Conventions –</u><br>The writing shows appropriate use of punctuation, grammar, and spelling.   | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.                      | Grammar, spelling, and punctuation have some errors. Uses some sentence variety.  | Grammar, spelling, and punctuation have many errors. Little use of sentence variety.  | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. |              |

**Comments**

**New Paltz Central School District  
Second Grade  
Writing Rubric  
Poetry**

Name \_\_\_\_\_

Date \_\_\_\_\_

|                          | <b>4</b>  | <b>3</b>   | <b>2</b>  | <b>1</b>  | <b>Score</b> |
|--------------------------|---|--|---|---|--------------|
| <u>Ideas and content</u> | Exceptional focus on an idea, feeling or experience. Exceptional use of images. Includes many examples of poetic sound devices. | Focuses on an idea, feeling or experience. Uses specific, concrete images. May include poetic sound devices. | Adequate focus on an idea, feeling or experience. Adequate use of images. Includes some examples of poetic sound devices. | Inadequate focus on an idea, feeling or experience. Adequate use of images. Includes no examples of poetic sound devices. |              |
| <u>Imagery</u>           | Imagery is vivid. It paints a picture with words. Clear understanding of imagery.   | Imagery is used, but is not very vivid.  | Imagery is randomly used, indicating lack of clear understanding.   | No evidence of imagery.   |              |

**Comments**

**New Paltz Central School District  
Second Grade  
Writing Rubric  
Imaginative Fiction**

Name \_\_\_\_\_

Date \_\_\_\_\_

|  | <b>4</b>   | <b>3</b>   | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|--|--|--|--|--|--------------|
| <u>Story Elements</u>  | Story clearly shows setting, characters, problem, and solution. These are supported with specific, descriptive details.          | Story clearly shows setting, characters, problem, and solution. Some details given.        | May attempt to use story elements or used only a few story elements.                         | Story does not address problem and solution.   |              |
| <u>Organization –</u><br>The writing exhibits direction, shape, and coherence.   | Problem is evident. The beginning, middle, and ending are well developed. Ideas are supported, logical, and coherent.            | Problem is evident. Has a clear beginning, middle, and ending. Follows a logical sequence. | May attempt to establish a focus, but includes some irrelevant details. Problem not evident. | Displays lack of focus. Shows little or no organization.   |              |
| <u>Language Use –</u><br>The writing shows awareness of audience and purpose through effective use of words, sentence structure, and sentence variety. | The word choice is varied and creates a clear message. Uses complex sentences. Uses a variety of adjectives, adverbs, and verbs. | Some complex sentences are used. Some variation in vocabulary.                             | Simple sentences and basic vocabulary are used.  | Incomplete sentences and repetitive vocabulary are used.   |              |
| <u>Conventions –</u><br>The writing shows appropriate use of punctuation, grammar, and spelling.   | Grammar, spelling, and punctuation are essentially error free. Uses varied sentence structure and length.                        | Grammar, spelling, and punctuation have some errors. Uses some sentence variety.           | Grammar, spelling, and punctuation have many errors. Little use of sentence variety.         | Grammar, spelling, and punctuation have numerous errors which interfere with understanding. Uses very little or no sentence variety. |              |

Comments

**New Paltz Central School District**  
**Grades 2**  
**Writing Rubric**  
**Personal Narrative**

Name \_\_\_\_\_

Date \_\_\_\_\_

|  | <b>4</b>  | <b>3</b>  | <b>2</b>   | <b>1</b>   | <b>Score</b> |
|--|---|---|--|--|--------------|
| <u>Meaning</u> –<br>The writing exhibits understanding of the task.  | The narrative is complete and demonstrates full understanding of the task through details, examples, and connections.                               | The narrative is complete and demonstrates understanding of the task.   | The narrative begins to answer the task, but is not complete.  | The narrative does not address the task.   |              |
| <u>Development</u> –<br>The writing shows elaboration of ideas, using specific details.  | Develops ideas fully through elaboration. Takes an idea and extends it through effective use of relevant and accurate examples to support ideas.    | The narrative is sufficiently developed to respond to the task, with some elaboration. Includes some details that are general, brief, or obvious. | Examples and details are weakly connected or irrelevant.   | The narrative does not provide details.  |              |
| <u>Organization</u> –<br>The writing exhibits direction, shape, and coherence.   | Establishes and maintains a clear focus, with a logical, coherent sequence of ideas through the use of appropriate transitions.                     | The narrative is well organized, with a clear beginning, middle, and ending. Transitions are attempted.   | The beginning, middle, and ending all run together. The order of events is unclear. Strays from topic.       | Ideas are not connected. Shows little or no attempt to establish a sequential order.   |              |
| <u>Language Use</u> –<br>The writing shows awareness of audience and purpose through effective use of word sentence structure, and sentence variety. | The personal voice creates interest in the narrative. Descriptive words are used to create vivid images. Uses varied sentence structure and length. | A voice can be heard. Consideration of word choice is evident. Uses some sentence variety.  | The voice is weak. General and overused words do not create a clear picture. Little use of sentence variety. | The voice shows no involvement in the narrative. Dialogue is needed. Word choice has not been considered. Uses very little or no sentence variety. |              |
| <u>Conventions</u> –<br>The writing shows appropriate use of handwriting, punctuation, grammar, and spelling.  | Grammar, spelling, and punctuation are essentially error free.  | Grammar, spelling, and punctuation have some errors.  | Grammar, spelling, and punctuation have many errors.   | Grammar, spelling, and punctuation have numerous errors which interfere with understanding.  |              |

**Comments**