

Name: _____

Date: _____

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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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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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