

**Argument/Opinion Standards-Referenced Rubric
GRADE 2**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
<p>Organization and Content</p> <p>2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide one or more concluding sentences that restate or paraphrase their opinion.</p>	<p>The writing introduces a clear topic or text they are writing about and clearly states an opinion.</p> <p>The writing provides two or more reasons that support the opinion.</p> <p>The writer links opinions and reasons using words and phrases.</p> <p>The writing has a concluding statement or section that reinforces or restates the opinion.</p>	<p>The writing introduces a clear topic or <i>name of the book</i> they are writing about.</p> <p>The writing states an opinion or preference with two relevant facts and/or reasons that support the opinion.</p> <p>The writer uses linking words to connect the reasons.</p> <p>The writing provides one or more concluding sentences that restate or paraphrase the opinion.</p>	<p>The writing attempts to introduce a topic or <i>name of the book</i> they are writing about.</p> <p>The writing states an opinion or preference with one relevant fact and/or reason for the opinion.</p> <p>The writer attempts to use linking words to connect the reasons.</p> <p>The writing attempts to provide a concluding statement that restates their opinion.</p>	<p>The writing lacks a topic.</p> <p>The writing uses irrelevant facts and/or reasons that do not develop topic; no facts and/or reasons are present.</p> <p>The writing does not contain linking words.</p> <p>The writing does not attempt a concluding statement that is related to the opinion or preference.</p>
<p>Language, Structure and Style</p> <p>2.L.1 a, b, c, d, e Use collective nouns (e.g., group). Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). Use reflexive pronouns (e.g., myself, ourselves). Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>	<p>The writing skillfully uses nouns, pronouns, verbs, adjectives and adverbs appropriate to function and purpose to enhance the meaning.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p>	<p>The writing attempts to use nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p>	<p>The writing uses limited nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p>

<p>2.L.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p>	<p>The writing demonstrates a variety of simple, compound and/or complex sentences to enhance the meaning.</p>	<p>The writing demonstrates simple and compound sentences and errors do not interfere with meaning.</p>	<p>The writing demonstrates simple and/or compound sentences and errors may interfere with meaning.</p>	<p>The writing demonstrates simple sentences and errors interfere with meaning.</p>
<p style="text-align: center;">Conventions</p> <p>2.L.2a Capitalize holidays, product names, and geographic names.</p> <p>2.L.2b,c Use commas in greetings and closing of letters. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.L.2 d, e Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns, the first word in a sentence</u> and titles; minor errors do not interfere with readability.</p> <p>The writing uses commas correctly (i.e. dates, lists, quotations) and minor errors do not interfere with readability.</p> <p>The spelling is correct and does not detract from the readability of the writing; demonstrates above grade level spelling.</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns and the first word in a sentence</u>; minor errors do not interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation correctly most of the time.</p> <p>The grade level spelling is generally correct and does not detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing demonstrates correct capitalization and errors may interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation correctly some of the time.</p> <p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing demonstrates incorrect capitalization and errors interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation incorrectly or not at all.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>

- *An underlined phrase is not explicit in the Language Standard, but thought to be important by the committee.*
- *A phrase in italics only to be used in scoring if a mentor text was used in the prompt.*