

GRADE 2 PROMPT RUBRIC

Domains and Features	4 Consistent control (but not perfect)	3 Reasonable control (some features better controlled than others)	2 Inconsistent control (control of several features but not of others)	1 Little or no control
Composing Focus Organization Development Structure: Narrative	<ul style="list-style-type: none"> • Clear central idea • Writing may be supported by picture(s) • Idea developed with interesting details connected to the topic • Keeps related information together • Clear how information is related • Uses variety of connecting words, especially time order words • At least one well-developed paragraph • Has clear beginning, middle, and end 	<ul style="list-style-type: none"> • Clear purpose for writing • Picture carries some of the meaning • Uses sufficient supporting details; however, may lack some development • Relationship of ideas is usually clearly connected to the topic • Uses time words to connect ideas; more than just <i>then</i> • Has beginning, middle, and end 	<ul style="list-style-type: none"> • Purpose is somewhat clear • Reader has to rely on picture to understand piece • Simple ideas • General statements; not enough details • Not much more than a listing of information/ideas or flat sequence of events • May overuse connecting words, e.g., <i>then...then...then</i> • Some ideas may be hard to follow • Some evidence of a beginning, middle, and end 	<ul style="list-style-type: none"> • Little or no focus; unclear purpose • Picture carries most of the meaning • Few simple ideas • No supporting detail • Ideas read like list; no connecting words • Little evidence of beginning, middle, and end
Written Expression Vocabulary Descriptive Language Sentence Rhythm Voice	<ul style="list-style-type: none"> • Reader's interest is sustained • Descriptive vocabulary used effectively; creates a picture • Evident that has varied sentence pattern and/or length • Sentences read naturally • Reader can "hear" the writer's voice 	<ul style="list-style-type: none"> • Reader is engaged • Uses many descriptive words • Strong grade-level vocabulary • Primarily simple sentences • Writer's voice present some of the time 	<ul style="list-style-type: none"> • Lacks interest for the reader • Simple and general words • Some descriptive vocabulary • Overall, weak vocabulary • Sentences short and choppy, repetitive, and/or go on and on and on (e.g., <i>and then...and then...and then</i>) • Little sense of writer's voice 	<ul style="list-style-type: none"> • Below grade level vocabulary • Limited vocabulary • Uses same words repeatedly • Sentences follow a simple pattern • No sense of the writer's voice
Usage/Mechanics Sentence Formation Grammar Usage Spelling/Punctuation/ Capitalization	<ul style="list-style-type: none"> • Demonstrates concepts of print: Letter formation, word spacing, indentation • Punctuates and capitalizes sentences appropriately. • Correctly spells familiar and high frequency words. • Most second grade spelling patterns are used correctly • Demonstrates competence in grade-level usage skills, especially, verb tense and subject-verb agreement 	<ul style="list-style-type: none"> • Piece is neat and easy to read • May not indent • Uses phonetic spelling only for difficult words. • Makes few punctuation/capitalization errors • Usage errors relate to more complex application of subject-verb agreement and verb tense 	<ul style="list-style-type: none"> • Unsophisticated demonstration of concepts of print: Letter formation unclear, words run together, forgets to indent • Makes obvious punctuation and capitalization errors • Uses phonetic spelling and conventional spelling for familiar words • May demonstrate some subject-verb agreement and verb tense problems 	<ul style="list-style-type: none"> • Spelling, usage, and mechanics errors overwhelm paper • Makes many errors • Severe concept of print issues which make the piece hard to read