**Analytical Rubric for Opinion/ Argument Writing Grade 2**

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|  | **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearing Proficiency** | **1**  **Working Towards Prof.** |
| Focus and Organizational Structure: I can introduce a topic or book I am writing about and state an opinion. | Writing introduces a topic or text in a clear and compelling way. Writing states a clear and concise opinion. | Writing introduces a topic and states an opinion. | Writing attempts to tell the topic, however, it may be unclear or confusing. | Writing does not tell the topic and/or it is unrelated. |
| Elaboration: I can give reasons that support the opinion. | Writing gives multiple compelling reasons that support the opinion. | Writing provides reasons for the opinion. | Writing provides a reason for the opinion. | Writing lacks reasons for opinion. |
| Transitions: I can use linking words (e.g., because, and, also) to connect opinion and reasons. | Writing uses a variety of effective linking words (e.g., because, and, also) to connect opinion and reasons. | Writing uses linking words (e.g., because, and, also) to connect opinions and reasons. | Writing ineffectively and/or inconsistently uses linking words to connect opinion and reasons. | Writing does not use linking words to connect opinion and reasons. |
| Conclusion: I can provide a concluding statement or section. | Writing provides a compelling conclusion. | Writing provides a conclusion. | Writing provides a sense of closure. | Writing does not have a conclusion. |

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| 4  Highly Proficient | 3  Proficient | 2  Nearing Proficiency | 1  Working Towards Proficiency |
| Writing **demonstrates** command of capitalization, punctuation, and correct spelling that **skillfully** enhances the meaning. | Writing **demonstrates** command of capitalization, punctuation, and correct spelling. | Writing **begins to** demonstrate command of capitalization, punctuation, and correct spelling. | Writing **does not demonstrate** command of capitalization, punctuation, and correct spelling. |
| Conventions   * Capitalize holidays, product names and geographic names * Use commas in greetings and closings of letters * Use an apostrophe to form contractions and frequently occurring possessives * Generalize learned spelling patterns when writing words * Consult reference materials including beginning dictionaries as needed to check and correct spellings | | | |

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| 4  Highly Proficient | 3  Proficient | 2  Nearing Proficiency | 1  Working Towards Proficiency | |
| Writing or speaking **(consistently) demonstrates** command of standard English grammar that **skillfully** enhances the meaning. | Writing or speaking **demonstrates** command of standard English grammar. | Writing or speaking **begins** **to** demonstrate command of standard English grammar. | Writing or speaking **does not** demonstrate command of standard English grammar. | |
| Grammar   * Use of collective nouns * 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 * Produce, expand, and rearrange complete simple and compound sentences | | | |