



Writing Rubrics - 2nd Grade



Area of Focus	4 ☆☆☆☆ Above Grade Level	3 ☆☆☆ On Grade Level	2 ☆☆ Near Grade Level	1 ☆ Below Grade Level
Overall writing	<ul style="list-style-type: none"> Organized writing with clear flow & reasoning Added details, phrases, dialogue, and/or illustrations Clear conclusion statement to section 	<ul style="list-style-type: none"> Wrote detailed sentences or paragraphs Provides effective support & detail Clear conclusion 	<ul style="list-style-type: none"> Wrote basic sentences or paragraphs Partially provides support & detail Partial closure 	<ul style="list-style-type: none"> Wrote partial or run-on sentences Little or no support or detail Unclear or no closure
Narrative	<ul style="list-style-type: none"> Describes real or imagined experiences with clear situations, characters, & sequences Adds dialogue and/or details to actions, thoughts, & feelings 	<ul style="list-style-type: none"> Describes well-elaborated event(s) with thoughts, actions, feelings Uses temporal words 	<ul style="list-style-type: none"> Describes event(s) with basic thoughts, actions, feelings Uses temporal words inconsistently 	<ul style="list-style-type: none"> Describes event(s) with unclear thoughts, actions, feelings Little to no use of temporal words
Informative	<ul style="list-style-type: none"> Communicates topic or ideas clearly with developed reasoning & use of illustration Uses linking words, phrases, & ideas (e.g., also, because, more) 	<ul style="list-style-type: none"> Introduces & explains topic Includes facts & definitions as support 	<ul style="list-style-type: none"> Names & stays on topic Tells some information 	<ul style="list-style-type: none"> Names topic with teacher support Tells little or no information
Opinion	<ul style="list-style-type: none"> Expresses opinion piece that supports a point of view Clear organization to reasoning includes transitions 	<ul style="list-style-type: none"> Introduce topic/title Gives strong opinion or choice connected with reasoning 	<ul style="list-style-type: none"> Names topic/title Gives opinion or choice 	<ul style="list-style-type: none"> Names topic with teacher support Opinion or choice is unclear
Exemplars	Link to Student Samples	Link to Student Samples	Link to Student Samples	Link to Student Samples

This rubric framework will be reviewed by the end of the school year & revised. Consequently, a Tier 2 may be used to grade student work for the first through

Nyc Rubric Writing 2nd Grade

RJ Shavelson



Nyc Rubric Writing 2nd Grade:

A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English/Language Arts National Assoc For Gifted Children, Todd Kettler, Elizabeth Shaunessy-Dedrick, 2021-09-23 A Teacher's Guide to Using the Common Core State Standards With Gifted and Advanced Learners in the English Language Arts provides teachers and administrators a blueprint for differentiating the Common Core State Standards for English Language Arts for gifted and advanced students through the use of acceleration depth complexity and creativity within and across grade levels. It illustrates the differences between learning experiences for typical and advanced students based on the same standard and provides an array of examples across five of the information text and literary text standards while integrating the other aspects of language arts teaching and learning. The book highlights implementation features such as classroom management and assessment of student work that allow teachers to make data based decisions about instruction for particular students. It also offers guidance to teachers on reading selections for advanced learners at all grade levels.

Writing and Revising in Second Language Classrooms Jing Chen, 2025-02-05 This book contributes to the field of L2 writing with a focus on instruction in revision. Theoretically, this research provides a better understanding of students' metacognitive knowledge about revision and their self-efficacy for text revision in EFL writing. Such understanding is vital to make pedagogical connections between cognitive research, self-efficacy theory, and instructional research in writing. Moreover, the designed questionnaire for data collection and analysis in this study can be employed as a diagnostic or consciousness-raising tool in the L2 writing classrooms or be used as a research tool to chart the development of students' metacognitive knowledge about revision and self-efficacy for text revision over time to contribute to this line of research. Pedagogically, this study examined the effects of the SRSD model, an approach that has shown its effectiveness in improving learners' metacognition and impacting their self-efficacy in both L1 and L2 writing in the context of revision in an EFL context. Hence, it broadens the understanding of the feasibility and effectiveness of the SRSD model.

Resources in Education, 2001-04 Multifaceted Assessment for Early Childhood Education Robert J. Wright, 2010 Multifaceted Assessment in Early Childhood is ideal for those on upper division undergraduate courses and first level graduate courses in early childhood education assessment. The book covers the various measures used in a range of assessment dimensions and includes valuable information regarding young children with special needs and English Language Learners which has rarely been touched upon in other textbooks. The chapters are focused on student accessibility and include practical applications of key concepts. Features and benefits: Covers a range of assessment concepts including Formative uses feedback from learning to adapt teaching Summative i.e. tests quizzes Authentic focuses on complex deeper tasks Standardized STAR SAT Includes coverage of assessment for English language learners and children with special needs topics that are not provided enough coverage in other books including Wortham McAfee Puckett and Mindes Wright's writing style grabs and engages the reader in the topic. Two of our

reviewers who use Wortham specifically cited Wright's writing style as a reason they would adopt our book. A McAfee reviewer is likely to switch for the same reason. *Handbook of Special Education* James M. Kauffman, Daniel P. Hallahan, Paige Cullen Pullen, 2017-05-25 The purpose of the Handbook of Special Education is to help profile and bring greater clarity to the already sprawling and continuously expanding field of special education. To ensure consistency across the volume chapter authors review and integrate existing research, identify strengths and weaknesses, note gaps in the literature, and discuss implications for practice and future research. The second edition has been fully updated throughout to take into account recent changes to federal laws as well as the most current academic research, and an entirely new section has been added on research methods in special education. **Literacy Assessment and Intervention for Classroom Teachers** Beverly A. DeVries, 2019-05-31 The fifth edition of this comprehensive resource helps future and practicing teachers recognize and assess literacy problems while providing practical, effective intervention strategies to help every student succeed. DeVries thoroughly explores the major components of literacy, offering an overview of pertinent research, suggested methods and tools for diagnosis and assessment, intervention strategies and activities, and technology applications to increase students' skills. Updated to reflect the needs of teachers in increasingly diverse classrooms, the fifth edition addresses scaffolding for English language learners and offers appropriate instructional strategies and tailored teaching ideas to help both teachers and their students. Several valuable appendices include assessment tools, instructions, and visuals for creating and implementing the book's more than 150 instructional strategies and activities, and other resources. New to the Fifth Edition: Up to date and in line with ILA CCSS and most state and district literacy standards, this edition also addresses the important shifts and evolution of these standards. New chapter on Language Development: Speaking and Listening covers early literacy assessment and interventions. New intervention strategies and activities are featured in all chapters and highlight a stronger technology component. Updated Companion Website with additional tools, resources, and examples of teachers using assessment strategies. *Portfolio Assessment for the Teaching and Learning of Writing* Ricky Lam, 2018-06-26 This book provides teachers, instructors, scholars, and administrators with a practical guide to implement portfolio assessment of writing in their work contexts. Unlike most existing volumes, which underscore theory building, it describes and discusses several key issues concerning how portfolio assessment can be carried out in authentic classrooms, with a focus on its processes, reflective components, task types, and design, scoring methods, and actionable recommendations. *Handbook of Research on Writing* Charles Bazerman, 2009-03-04 The Handbook of Research on Writing ventures to sum up inquiry over the last few decades on what we know about writing and the many ways we know it. How do people write? How do they learn to write and develop as writers? Under what conditions and for what purposes do people write? What resources and technologies do we use to write? How did our current forms and practices of writing emerge within social history? What impacts has writing had on society and the individual? What does it mean to be and to learn to be an active

participant in contemporary systems of meaning This cornerstone volume advances the field by aggregating the broad ranging interdisciplinary multidimensional strands of writing research and bringing them together into a common intellectual space Endeavoring to synthesize what has been learned about writing in all nations in recent decades it reflects a wide scope of international research activity with attention to writing at all levels of schooling and in all life situations Chapter authors all eminent researchers come from disciplines as diverse as anthropology archeology typography communication studies linguistics journalism sociology rhetoric composition law medicine education history and literacy studies The Handbook s 37 chapters are organized in five sections The History of Writing Writing in Society Writing in Schooling Writing and the Individual Writing as Text This volume in summing up what is known about writing deepens our experience and appreciation of writing in ways that will make teachers better at teaching writing and all of its readers better as individual writers It will be interesting and useful to scholars and researchers of writing to anyone who teaches writing in any context at any level and to all those who are just curious about writing *Application of Advanced Information Technologies* ,1998 Proceedings Miscellaneous *Writing Instruction That Works* Arthur N. Applebee,Judith A. Langer,2015-04-25 Backed by solid research Writing Instruction That Works answers the following question What is writing instruction today and what can it be tomorrow This up to date comprehensive book identifies areas of concern for the ways that writing is being taught in todays secondary schools The authors offer far reaching direction for improving writing instruction that assist both student literacy and subject learning They provide many examples of successful writing practices in each of the four core academic subjects English mathematics science and social studies history along with guidance for meeting the Common Core standards The text also includes sections on Technology and the Teaching of Writing and English Language Learners

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