

Name: _____

Date: _____

Kindergarten Quarter 1 Informational/Explanatory Writing Rubric













ELAGSEKW2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and some writing to represent information on a specific topic.	Student uses drawings and dictation to represent information on a specific topic.	Student uses drawings to represent information on a specific topic, but is not clearly able to dictate what is being expressed.	Student is not able to clearly draw or dictate information on a specific topic.
Organization	Student's drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student's drawing clearly represents the information dictated by the student.	Student's drawing somewhat represents the information dictated by the student.	Student's drawing is unclear and does not match student's dictation of information.
Conventions	N/A	N/A	N/A	N/A
Phonics	N/A	N/A	N/A	N/A

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I wrote my name on my paper in my best handwriting.			
My picture shows information about my topic.			
My picture was neatly drawn with appropriate colors.			
I described information about my topic to my teacher in good detail.			

Name: _____

Date: _____

Kindergarten Quarter 1 Narrative Writing Rubric













ELAGSEKW3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and some writing to narrate a single event or several loosely linked events.	Student uses drawings and dictation to narrate a single event.	Student uses drawings to narrate a single event, but is not clearly able to dictate what is being expressed.	Student is not able to clearly draw or dictate a single event.
Organization	Student's drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student's drawing clearly represents what he/she dictates.	Student's drawing somewhat represents what he/she dictates.	Student's drawing is unclear and does not match student's dictation of event.
Conventions	N/A	N/A	N/A	N/A
Phonics	N/A	N/A	N/A	N/A

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I wrote my name on my paper in my best handwriting.			
My picture shows what happened in my story.			
My picture was neatly drawn with appropriate colors.			
I described my story to my teacher in good detail.			

Name: _____

Date: _____

Kindergarten Quarter 1 Opinion Writing Rubric













ELAGSEKW1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and some writing to represent opinion of a topic or book.	Student uses drawings and dictation to represent opinion of a topic or book.	Student uses drawings to represent opinion of a topic or book, but is not clearly able to dictate what is being expressed.	Student is not able to clearly draw or dictate his/her opinion of a topic or book.
Organization	Student’s drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student’s drawing clearly represents his/her opinion.	Student’s drawing somewhat represents his/her opinion.	Student’s drawing is unclear and does not match student’s dictation of opinion.
Conventions	N/A	N/A	N/A	N/A
Phonics	N/A	N/A	N/A	N/A

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn’t do it.
I wrote my name on my paper in my best handwriting.			
My picture shows my opinion of a topic or book.			
My picture was neatly drawn with appropriate colors.			
I described my opinion to my teacher in good detail.			

Name: _____

Date: _____

Kindergarten Quarter 2 Informational/Explanatory Writing Rubric
















ELAGSEKW2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and some writing to represent information on a specific topic and includes at least 2 facts about the topic.	Student uses drawings, dictation, and some writing to represent information on a specific topic.	Student uses drawings and dictation to represent information on a specific topic, but either the drawing or dictation are not completely clear or on topic.	Student is not able to clearly draw or dictate information on a specific topic.
Organization	Student's drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student's drawing clearly represents what he/she dictates and student is able to write some beginning sounds to accompany drawing.	Student's drawing somewhat represents what he/she dictates and student makes no attempt at writing.	Student's drawing is unclear and does not match student's dictation of information.
Conventions	N/A	N/A	N/A	N/A
Phonics	Student is able to sound out some basic words or parts of words represented in his/her drawing.	Student is able to correctly sound out most of the beginning sounds of words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing, but is mostly incorrect.	Student makes no attempt to sound out any sounds represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I wrote my name on my paper in my best handwriting.			
My picture shows information about my topic.			
My picture was neatly drawn with appropriate colors.			
I described information about my topic to my teacher in good detail.			
I tried to sound out some sounds from my picture.			

Name: _____

Date: _____

Kindergarten Quarter 2 Narrative Writing Rubric
















ELAGSEKW3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings, dictation, and some writing to narrate several loosely linked events and tells about the events in order.	Student uses drawings, dictation, and some writing to narrate a single event or several loosely linked events.	Student uses drawings and dictation to narrate a single event, but either the drawing or dictation are not completely clear or on topic.	Student is not able to clearly draw or dictate a single event.
Organization	Student's drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student's drawing clearly represents what he/she dictates and student is able to write some beginning sounds to accompany drawing.	Student's drawing somewhat represents what he/she dictates and student makes no attempt at writing.	Student's drawing is unclear and does not match student's dictation of event.
Conventions	N/A	N/A	N/A	N/A
Phonics	Student is able to sound out some basic words or parts of words represented in his/her drawing.	Student is able to correctly sound out most of the beginning sounds of words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing, but is mostly incorrect.	Student makes no attempt to sound out any sounds represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I wrote my name on my paper in my best handwriting.			
My picture shows what happened in my story.			
My picture was neatly drawn with appropriate colors.			
I described my story to my teacher in good detail.			
I tried to sound out some sounds from my picture.			

Name: _____

Date: _____

Kindergarten Quarter 2 Opinion Writing Rubric
















ELAGSEKW1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and some writing to represent opinion of a topic or book with at least one reason to support the opinion.	Student uses drawings, dictation, and some writing to represent opinion of a topic or book.	Student uses drawings and dictation to represent opinion of a topic or book, but either the drawing or dictation are not completely clear or on topic.	Student is not able to clearly draw or dictate opinion on a topic or book.
Organization	Student’s drawing clearly represents what he/she dictates and student is able to write some sounds/words to accompany drawing.	Student’s drawing clearly represents what he/she dictates and student is able to write some beginning sounds to accompany drawing.	Student’s drawing somewhat represents what he/she dictates and student makes no attempt at writing.	Student’s drawing is unclear and does not match student’s dictation of opinion.
Conventions	N/A	N/A	N/A	N/A
Phonics	Student is able to sound out some basic words or parts of words represented in his/her drawing.	Student is able to correctly sound out most of the beginning sounds of words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing, but is mostly incorrect.	Student makes no attempt to sound out any sounds represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn’t do it.
I wrote my name on my paper in my best handwriting.			
My picture shows my opinions of a topic or book.			
My picture was neatly drawn with appropriate colors.			
I described my opinion to my teacher in good detail.			
I tried to sound out some sounds from my picture.			

Name: _____

Date: _____

Kindergarten Quarter 3 Informational/Explanatory Writing Rubric













ELAGSEKW2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and writing to represent information on a specific topic and includes at least 2 facts about the topic.	Student uses drawings, dictation, and some writing to represent information on a specific topic.	Student uses drawings, dictation, and some writing to represent information on a specific topic, but either the drawing, dictation, or writing are not completely clear or on topic.	Student attempts to use drawings and dictation to represent information on a specific topic but makes no attempt at writing.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least one sentence to accompany drawing.	Student's drawing clearly represents what he/she dictates and student attempts to write single sentence to accompany drawing.	Student's drawing represents what he/she dictates and student attempts to write some letters and words.	Students drawing somewhat represents what he/she dictates and student makes no attempt at writing.
Conventions	Student always uses correct capitalization, punctuation, and spacing.	Student mostly uses correct capitalization, punctuation, and spacing.	Student rarely uses correct capitalization, punctuation, and spacing.	Student uses no capitalization, punctuation, and spacing.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out words to make a sentence.			
I used capitalization, spaces, and punctuation in my sentence.			

Name: _____

Date: _____

Kindergarten Quarter 3 Narrative Writing Rubric













ELAGSEKW3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings, dictation, and writing to narrate several loosely linked events, tells about the events in order, and provides a reaction.	Student uses drawings, dictation, and some writing to narrate several loosely linked events and tells about the events in order.	Student uses drawings, dictation, and some writing to narrate several loosely linked events, but either the drawing, dictation, or writing are not completely clear or on topic.	Student attempts to use drawings and dictation to represent a single event but makes no attempt at writing.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least one sentence to accompany drawing.	Student's drawing clearly represents what he/she dictates and student attempts to write single sentence to accompany drawing.	Student's drawing represents what he/she dictates and student attempts to write some letters and words.	Students drawing somewhat represents what he/she dictates and student makes no attempt at writing.
Conventions	Student always uses correct capitalization, punctuation, and spacing.	Student mostly uses correct capitalization, punctuation, and spacing.	Student rarely uses correct capitalization, punctuation, and spacing.	Student uses no capitalization, punctuation, and spacing.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out words to make a sentence.			
I used capitalization, spaces, and punctuation in my sentence.			

Name: _____

Date: _____

Kindergarten Quarter 3 Opinion Writing Rubric













ELAGSEKW1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings, dictation, and writing to represent opinion of a topic or book with at least one reason to support the opinion.	Student uses drawings, dictation, and writing to represent opinion of a topic or book.	Student uses drawings, dictation, and some writing to represent opinion of a topic or book, but either the drawing or dictation are not completely clear or on topic.	Student attempts to use drawings and dictation to represent opinion of a topic or book but makes no attempt at writing.
Organization	Student’s drawing clearly represents what he/she dictates and student writes at least one sentence to accompany drawing.	Student’s drawing clearly represents what he/she dictates and student attempts to write single sentence to accompany drawing.	Student’s drawing represents what he/she dictates and student attempts to write some letters and words.	Students drawing somewhat represents what he/she dictates and student makes no attempt at writing.
Conventions	Student always uses correct capitalization, punctuation, and spacing.	Student mostly uses correct capitalization, punctuation, and spacing.	Student rarely uses correct capitalization, punctuation, and spacing.	Student uses no capitalization, punctuation, and spacing.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn’t do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out words to make a sentence.			
I used capitalization, spaces, and punctuation in my sentence.			

Name: _____

Date: _____

Kindergarten Quarter 4 Informational/Explanatory Writing Rubric
















ELAGSEKW2 - Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings and writing to represent information on a specific topic and includes at least 2 facts about the topic.	Student uses drawings, dictation, and writing to represent information on a specific topic.	Student uses drawings, dictation, and some writing to represent information on a specific topic but ideas are not fully expressed.	Student attempts to use drawings, dictation, and writing to represent information on a specific topic but is not able to clearly express ideas.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student's drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student's drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

Kindergarten Quarter 4 Narrative Writing Rubric
















ELAGSEKW3 - Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings and writing to narrate a sequence of events in clear detail and provides a reaction.	Student uses drawings, dictation, and writing to narrate several loosely linked events, tells about the events in order, and provides a reaction.	Student uses drawings, dictation, and some writing to narrate several loosely linked events but is unable to tell the events in order or does not provide a reaction.	Student attempts to use drawings, dictation, and writing to represent a single event or several loosely linked events but is not able to clearly express ideas.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student's drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student's drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

Kindergarten Quarter 4 Opinion Writing Rubric
















ELAGSEKW1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are “writing” about and state an opinion or preference about the topic or book.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings and writing to represent opinion of a topic or book with at least one reason to support the opinion.	Student uses drawings, dictation, and writing to represent opinion of a topic or book.	Student uses drawings, dictation, and some writing to represent opinion of a topic or book but idea is not fully represented.	Student attempts to use drawings, dictation, and writing to represent opinion of a topic or book but is not able to clearly express ideas.
Organization	Student’s drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student’s drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student’s drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

Kindergarten Writing Rubric

	I did it!	Almost there!	I didn’t do it.
I used my best handwriting to write my name and the words on my paper.			
My picture shows what I am writing about and is neatly drawn with appropriate colors.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 1 Informational/Explanatory Writing Rubric













ELAGSE1W2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Students uses drawings and writing to represent information on a specific topic and includes at least 2 facts about the topic.	Student uses drawings, dictation, and writing to represent information on a specific topic.	Student uses drawings, dictation, and some writing to represent information on a specific topic but ideas are not fully expressed.	Student attempts to use drawings, dictation, and writing to represent information on a specific topic but is not able to clearly express ideas.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student's drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student's drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 1 Narrative Writing Rubric













ELAGSE1W3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings and writing to narrate a sequence of events in clear detail and provides a reaction.	Student uses drawings, dictation, and writing to narrate several loosely linked events, tells about the events in order, and provides a reaction.	Student uses drawings, dictation, and some writing to narrate several loosely linked events but is unable to tell the events in order or does not provide a reaction.	Student attempts to use drawings, dictation, and writing to represent a single event or several loosely linked events but is not able to clearly express ideas.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student's drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student's drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 1 Opinion Writing Rubric













ELAGSE1W1 - Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses drawings and writing to represent opinion of a topic or book with at least one reason to support the opinion.	Student uses drawings, dictation, and writing to represent opinion of a topic or book.	Student uses drawings, dictation, and some writing to represent opinion of a topic or book but idea is not fully represented.	Student attempts to use drawings, dictation, and writing to represent opinion of a topic or book but is not able to clearly express ideas.
Organization	Student's drawing clearly represents what he/she dictates and student writes at least 3 sentences.	Student's drawing clearly represents what he/she dictates and student writes 1-3 complete sentences.	Student's drawing represents what he/she dictates and student attempts to write a sentence.	Students drawing somewhat represents what he/she dictates and student attempts to write some letters or words.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student is able to correctly sound out most common words, and attempts to sound out all words represented in his/her drawing.	Student attempts to sound out most words represented in his/her drawing.	Student attempts to sound out beginning sounds of words represented in his/her drawing and is mostly correct.	Student makes no attempt to sound out any words represented in his/her drawing.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting to write my name and the words on my paper.			
I tried to sound out all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
My sentences make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 2 Informational/Explanatory Writing Rubric













ELAGSE1W2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to supply at least 3 facts about the topic.	Student uses writing to supply 1-2 facts about the topic.	Student attempts to use writing to at least share a fact about a topic.	Student is unable to clearly express ideas through writing.
Organization	Student writes at least 4 complete sentences that includes an introduction. Student may attempt a sense of closure.	Student writes at least 2-3 complete sentences that includes an introduction. Student may attempt a sense of closure.	Student writes at least one complete sentence or more than one incomplete sentences. Student is unable to introduce the topic of supply a sense of closure.	Student is unable to write a complete sentence, writes in strings of letters, or makes no attempt to write at all.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 2 sentences that make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 2 Narrative Writing Rubric













ELAGSE1W3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student recounts two or more sequenced events in detail.	Student recounts at least two sequenced events with some detail.	Student attempts to recount at least two sequenced events but is unable to provide much detail.	Student is unable to clearly express ideas through writing.
Organization	Student writes at least 4 complete sentences. Student provides some sense of closure and may attempt to use temporal words.	Student writes at least 2-3 complete sentences. Student may attempt to provide sense of closure.	Student writes at least one complete sentence or more than one incomplete sentences. Student is unable to provide a sense of closure.	Student is unable to write a complete sentence, writes in strings of letters, or makes no attempt to write at all.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 2 sentences that make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 2 Opinion Writing Rubric













ELAGSE1W1 - Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to introduce a topic, state an opinion, and supply a reason for the opinion.	Student uses writing to introduce a topic and clearly state an opinion. Student may attempt to supply a reason.	Student attempts to use writing to at least state an opinion. Student is unable to supply a reason.	Student is unable to clearly express ideas through writing.
Organization	Student writes at least 4 complete sentences that includes an introduction. Student may attempt a sense of closure.	Student writes at least 2-3 complete sentences that includes an introduction. Student may attempt a sense of closure.	Student writes at least one complete sentence or more than one incomplete sentences. Student is unable to introduce topic or provide a sense of closure.	Student is unable to write a complete sentence, writes in strings of letters, or makes no attempt to write at all.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 2 sentences that make sense when I read them.			

Name: _____

Date: _____

First Grade Quarter 3 Informational/Explanatory Writing Rubric
















ELAGSE1W2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to supply 3 or more facts about the topic in clear detail.	Student uses writing to supply at least 2 facts about the topic in good detail.	Student uses writing to supply at least 1 fact about the topic. Ideas may be lacking some detail.	Student is unable to clearly express ideas through writing.
Organization	Student writes at least 5 complete sentences that includes an introduction and sense of closure.	Student writes at least 3-4 complete sentences that includes an introduction and attempts to provide a sense of closure.	Student writes at least 2 complete sentences that includes an introduction. Student makes no attempt at a sense of closure.	Student attempts to write a complete sentence or writes in a manner that is difficult to understand.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 3 sentences that make sense when I read them.			
My writing introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.			

Name: _____

Date: _____

First Grade Quarter 3 Narrative Writing Rubric
















ELAGSE1W3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student recounts two or more sequenced events in good, clear detail.	Student recounts two or more sequenced events with detail.	Student recounts at least two sequenced events in some detail.	Student attempts to write about one or more events, but ideas may be unclear.
Organization	Student writes at least 5 complete sentences that include temporal words. Student provides a sense of closure.	Student writes at least 3-4 complete sentences. Student either attempts to use temporal words or provide a sense of closure.	Student writes at least 2 complete sentences. Student does not attempt to use temporal words or provide a sense of closure.	Student attempts to write a complete sentence or writes in a manner that is difficult to understand. Writing is lacking many narrative components.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 3 sentences that make sense when I read them.			
I wrote about at least 2 events in order, gave details about each event, used temporal words, and had a closing sentence.			

Name: _____

Date: _____

First Grade Quarter 3 Opinion Writing Rubric
















ELAGSE1W1 - Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to clearly state an opinion and supply a reason for the opinion.	Student uses writing to state an opinion. Student may attempt to supply a reason.	Student uses writing to state an opinion. Student makes no attempt to supply a reason.	Student is unable to clearly express ideas through writing.
Organization	Student writes at least 5 complete sentences that includes an introduction and a sense of closure.	Student writes at least 3-4 complete sentences that includes an introduction. Student may attempt to supply a sense of closure.	Student writes at least 2 complete sentences that includes an introduction. Student does not attempt to supply a sense of closure.	Student attempts to write a complete sentence or writes in a manner that is difficult to understand.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 3 sentences that make sense when I read them.			
My writing introduced my topic, stated my opinion, gave at least one reason for my opinion, and had a closing sentence.			

Name: _____

Date: _____

First Grade Quarter 4 Informational/Explanatory Writing Rubric
















ELAGSE1W2 - Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to supply at least 5 detailed facts about the topic in good, clear detail.	Student uses writing to supply at least 3 facts about the topic in detail.	Student uses writing to supply at least 2 facts about the topic.	Student attempts to provide information about their topic, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including an introduction and a sense of closure.	Student writes 5-6 complete sentences including an introduction and a sense of closure.	Student writes 3-4 complete sentences including an introduction. Student may attempt to a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at an introduction or to provide a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 5 sentences that make sense when I read them.			
My writing introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.			

Name: _____

Date: _____

First Grade Quarter 4 Narrative Writing Rubric
















ELAGSE1W3 - Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student recounts three or more sequenced events in good, clear detail.	Student recounts two or more sequenced events in detail.	Student recounts two or more sequenced events with some detail.	Student attempts to write about one or more events, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including temporal words and sense of closure.	Student writes 5-6 complete sentences including temporal words and a sense of closure.	Student writes 3-4 complete sentences and may attempt to use temporal words and provide a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at temporal words or a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 5 sentences that make sense when I read them.			
I wrote about at least 2 events in order, gave details about each event, used temporal words, and had a closing sentence.			

Name: _____

Date: _____

First Grade Quarter 4 Opinion Writing Rubric
















ELAGSE1W1 - Write opinion pieces in which they introduce the topic or the name of the book they are writing about, state an opinion, supply a reason for the opinion, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to state an opinion and supply more than one reason for the opinion in good, clear detail.	Student uses writing to clearly state an opinion and supply a reason for the opinion.	Student uses writing to clearly state an opinion and attempts to supply a reason for the opinion.	Student attempts to write about their opinion, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including an introduction and sense of closure.	Student writes 5-6 complete sentences including an introduction and sense of closure.	Student writes 3-4 complete sentences including an introduction and an attempt at a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at an introduction or to provide a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

First Grade Writing Rubric

	I did it!	Almost there!	I didn't do it.
I used my best handwriting on my paper.			
I tried to sound out and spell all of the words in my sentences.			
I used capitalization, spaces, and punctuation in my sentences.			
I wrote at least 5 sentences that make sense when I read them.			
My writing introduced my topic, stated my opinion, gave at least one reason for my opinion, and had a closing sentence.			

Name: _____

Date: _____

Second Grade Quarter 1 Informational/Explanatory Writing Rubric

ELAGSE2W2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to supply at least 5 detailed facts about the topic in good, clear detail.	Student uses writing to supply at least 3 facts about the topic in detail.	Student uses writing to supply at least 2 facts about the topic.	Student attempts to provide information about their topic, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including an introduction and a sense of closure.	Student writes 5-6 complete sentences including an introduction and a sense of closure.	Student writes 3-4 complete sentences including an introduction. Student may attempt to a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at an introduction or to provide a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraph introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 1 Narrative Writing Rubric

ELAGSE2W3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student recounts three or more sequenced events in good, clear detail.	Student recounts two or more sequenced events in detail.	Student recounts two or more sequenced events with some detail.	Student attempts to write about one or more events, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including temporal words and sense of closure.	Student writes 5-6 complete sentences including temporal words and a sense of closure.	Student writes 3-4 complete sentences and may attempt to use temporal words and provide a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at temporal words or a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- I wrote about at least 2 events in order, gave details about each event, used temporal words, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 1 Opinion Writing Rubric

ELAGSE2W1 - 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 to connect opinion and reasons, and provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	Student uses writing to state an opinion and supply more than one reason for the opinion in good, clear detail.	Student uses writing to clearly state an opinion and supply a reason for the opinion.	Student uses writing to clearly state an opinion and attempts to supply a reason for the opinion.	Student attempts to write about their opinion, but ideas are unclear or difficult to understand.
Organization	Student writes more than 6 complete sentences including an introduction and sense of closure.	Student writes 5-6 complete sentences including an introduction and sense of closure.	Student writes 3-4 complete sentences including an introduction and an attempt at a sense of closure.	Student attempts to write 1-2 complete sentences. There is no attempt at an introduction or to provide a sense of closure.
Conventions	Student always uses correct capitalization, punctuation, and spacing and sentences make sense.	Student mostly uses correct capitalization, punctuation, and spacing and most sentences make sense.	Student uses some correct capitalization, punctuation, and spacing and some sentences make sense.	Student rarely uses capitalization, punctuation, and spacing, and sentences are difficult to understand.
Phonics/ Spelling	Student uses correct spelling for all common spelling patterns and high frequency words, and he/she sounds out untaught words phonetically with good accuracy.	Student uses mostly correct spelling for common spelling patterns and high frequency words, and he/she makes a good attempt to sound out untaught words phonetically.	Student uses some correct spelling for common spelling patterns and/or high frequency words, and he/she makes some attempt to sound out untaught words phonetically.	Student misspells most high frequency words and words with common spelling patterns. Student makes little attempt to sound out unknown words phonetically.

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraph introduced my topic, stated my opinion, gave at least one reason for the opinion, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 2 Informational/Explanatory Writing Rubric

ELAGSE2W2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic and supply more than 3 facts about the topic and includes definitions to develop points - All of the student's ideas are clearly written and easily understood	-Student uses writing to state topic and supply 3 facts about the topic and may attempt to use definitions to develop points - Most of the student's ideas are clearly written and easily understood	-Student uses writing to supply 1-2 facts about a topic - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to share facts about a topic -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 4-5 sentences per paragraph -Each paragraph includes an introduction, supporting details, and a conclusion	-Student writes a correctly formatted paragraph with at least 5 sentences -The paragraph includes an introduction, supporting details, and a conclusion	-Student attempts to write a correctly formatted paragraph with at least 3 sentences -Student makes some attempt at writing an introduction, supporting details, and a conclusion	-Student attempts to write 1-2 sentences -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary -Writing frequently includes descriptive language -Student uses varied sentence structure	-Writing includes varied but basic vocabulary -Descriptive language is evident -Student attempts to use varied sentence structures	-Writing includes limited vocabulary -Minimal descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraph introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 2 Narrative Writing Rubric

ELAGSE2W3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student recounts a well-elaborated event or short sequence of events, including some actions, thoughts, or feelings - All of the student's ideas are clearly written and easily understood	-Student recounts one event in detail or a short sequence of events in detail - Most of the student's ideas are clearly written and easily understood	-Student uses writing to supply 1-2 facts about a topic - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to write about an event or sequence of events -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 4-5 sentences per paragraph -Student uses temporal words and provides a sense of closure	-Student writes a correctly formatted paragraph with at least 5 sentences -Student uses either temporal words or provides a sense of closure	-Student attempts to write a correctly formatted paragraph with at least 3 sentences -Student attempts to use either temporal words or provide a sense of closure	-Student attempts to write 1-2 sentences -Student makes little to no attempt at using temporal words or a providing a sense of closure
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary -Writing frequently includes descriptive language -Student uses varied sentence structure	-Writing includes varied but basic vocabulary -Descriptive language is evident -Student attempts to use varied sentence structures	-Writing includes limited vocabulary -Minimal descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- I wrote about a event or sequence of events in good detail, used temporal words, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 2 Opinion Writing Rubric

ELAGSE2W1 - 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 a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes multiple reasons to support the opinion - All of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes at least one reason to support the opinion - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and attempts to provide a reason for the opinion, though it may be unclear - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to express an opinion -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 4-5 sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words, and a conclusion	-Student writes a correctly formatted paragraph with at least 5 sentences -The paragraph includes an introduction, supporting details, and a conclusion	-Student attempts to write a correctly formatted paragraph with at least 3 sentences -Student makes some attempt at writing an introduction, supporting details, and a conclusion	-Student attempts to write 1-2 sentences -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing has a smooth flow that reflects that writer's point of view -Writing includes many creative, appropriately used words and clear details -Student uses varied sentence structure	-Writing reflects the writer's point of view -Writing includes some creative words and some detail -Student attempts to use varied sentence structures	-Writing somewhat reflects the writer's point of view -Writing includes little creativity with words -Student writes mostly simple sentences	-Writer's point of view is unclear -Writing uses very basic words -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraph correctly.
- I wrote at least 5 sentences.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraph introduced my topic, stated my opinion, gave at least one reason for the opinion, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 3 Informational/Explanatory Writing Rubric

ELAGSE2W2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic and supply more than 3 facts about the topic and includes definitions to develop points - All of the student's ideas are clearly written and easily understood	-Student uses writing to state topic and supply 3 facts about the topic and may attempt to use definitions to develop points - Most of the student's ideas are clearly written and easily understood	-Student uses writing to supply 1-2 facts about a topic - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to share facts about a topic -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, and a conclusion	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -The paragraph includes an introduction, supporting details, and a conclusion	-Student writes a correctly formatted 5 sentence paragraph -Student makes some attempt at writing an introduction, supporting details, and a conclusion	-Student attempts to write a paragraph, but it is less than 5 sentences -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary -Writing frequently includes descriptive language -Student uses varied sentence structure	-Writing includes varied vocabulary that includes basic and interesting words -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary, but words are mostly basic -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraphs introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 3 Narrative Writing Rubric

ELAGSE2W3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings - All of the student's ideas are clearly written and easily understood	-Student recounts a well-elaborated event or short sequence of events, including some actions, thoughts, or feelings - Most of the student's ideas are clearly written and easily understood	-Student recounts one event in detail or a short sequence of events in detail - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to write about an event or sequence of events -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student uses temporal words and provides a sense of closure	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Student uses some temporal words and provides some sense of closure	-Student writes a correctly formatted 5 sentence paragraph -Student attempts to use either temporal words or provide a sense of closure	-Student attempts to write a paragraph, but it is less than 5 sentences -Student makes little to no attempt at using temporal words or providing a sense of closure
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary -Writing frequently includes descriptive language -Student uses varied sentence structure	-Writing includes varied vocabulary that includes basic and interesting words -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary, but words are mostly basic -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- I wrote about a event or sequence of events in good detail, used temporal words, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 3 Opinion Writing Rubric

ELAGSE2W1 - 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 a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion - All of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes at least 1 reason to support the opinion - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and attempts to provide a reason for the opinion - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to express an opinion -The student's ideas are not clear and are rarely understood
Organization	-Student writes at least 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words, and a conclusion	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -The paragraph includes an introduction, supporting details, and a conclusion	-Student writes a correctly formatted 5 sentence paragraph -Student makes some attempt at writing an introduction, supporting details, and a conclusion	-Student attempts to write a paragraph, but it is less than 5 sentences -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree all of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors minimally interfere with the writer's message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary -Writing frequently includes descriptive language -Student uses varied sentence structure	-Writing includes varied vocabulary that includes basic and interesting words -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary, but words are mostly basic -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraphs introduced my topic, stated my opinion, gave at least one reason for my opinion, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 4 Informational/Explanatory Writing Rubric

ELAGSE2W2 - Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic, supply more 5 or more facts about the topic, and includes definitions to develop and elaborate on points - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply 3 or more facts about the topic, and include definitions to develop points - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state a topic, supplies less than 3 facts about the topic, and makes an attempt at including definitions - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to share facts about a topic -The student's ideas are not clear and are rarely understood
Organization	-Student writes more than 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, and a conclusion	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, and a conclusion	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Each paragraph shows an attempt at an introduction, supporting details, and a conclusion	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has no errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere or minimally interfere with message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary that is above a 2nd grade level -Writing includes descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging 2nd grade vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraphs introduced my topic, stated at least 3 facts about my topic, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 4 Narrative Writing Rubric

ELAGSE2W3 - Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student recounts a well-elaborated event or short sequence of events, including multiple specific details to describe actions, thoughts, and feelings - All of the student's ideas are clearly written and easily understood	-Student recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings - Most of the student's ideas are clearly written and easily understood	-Student recounts an event or short sequence of events, including some actions, thoughts, or feelings - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to write about an event or sequence of events -The student's ideas are not clear and are rarely understood
Organization	-Student writes more than 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student uses various temporal words and provides a sense of closure	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student uses some temporal words and provides a sense of closure	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Student attempts to use either temporal words or provide a sense of closure	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at using temporal words or providing a sense of closure
Conventions	-Student has no errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere or minimally interfere with message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary that is above a 2nd grade level -Writing includes descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging 2nd grade vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- I wrote about a event or sequence of events in good detail, used temporal words, and had a closing sentence.

Name: _____

Date: _____

Second Grade Quarter 4 Opinion Writing Rubric

ELAGSE2W1 - 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 a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes 5 or more well-elaborated reasons to support the opinion -All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion -Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes less than 3 reasons to support the opinion -Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to express an opinion -The student's ideas are not clear and are rarely understood
Organization	-Student writes more than 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words and a conclusion	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words, and a conclusion	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Each paragraph shows an attempt at an introduction, supporting details, linking words, and a conclusion	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has no errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere or minimally interfere with message -Subjects and verbs agree some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary that is above a 2nd grade level -Writing includes descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging 2nd grade vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Second Grade Writing Checklist

- I used my best handwriting and formatted my paragraphs correctly.
- I tried to write at least 2 paragraphs.
- I used correct capitalization, spacing, and punctuation.
- I reread each sentence to make sure that words were spelled correctly.
- I reread each sentence to make sure that my sentences made sense.
- My paragraphs introduced my topic, stated my opinion, gave at least 3 reasons for my opinion, and had a closing sentence.

Name: _____

Date: _____

Third Grade Quarter 1 Narrative Writing Rubric

ELAGSE3W3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student recounts a well-elaborated event or short sequence of events, including multiple specific details to describe actions, thoughts, and feelings - All of the student's ideas are clearly written and easily understood	-Student recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings - Most of the student's ideas are clearly written and easily understood	-Student recounts an event or short sequence of events, including some actions, thoughts, or feelings - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to write about an event or sequence of events -The student's ideas are not clear and are rarely understood
Organization	-Student writes more than 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student uses various temporal words and provides a sense of closure	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student uses some temporal words and provides a sense of closure	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Student attempts to use either temporal words or provide a sense of closure	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at using temporal words or providing a sense of closure
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere or minimally interfere with message -Subjects and verbs agree some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary that is above a 2nd grade level -Writing includes descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging 2nd grade vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I described actions, thoughts, and feelings in my writing in detail</p> <p>___ All of my ideas we clearly written and easy to understand</p>	<p>___ I wrote about one event or short sequence of events</p> <p>___ I described some actions, thoughts, and feelings in my writing</p> <p>___ Most of my ideas we clearly written and easy to understand</p>	<p>___ I need to write on topic about a single event or sequence of events</p> <p>___ I need to describe actions, thoughts, and feelings in my writing</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote more than 2 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ I used many temporal words in my writing</p>	<p>___ I wrote at least 2 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ I used some temporal words in my writing</p>	<p>___ I need to write at least 2 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to use temporal words in my writing</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I used a lot of description in my writing</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I used some description in my writing</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 1 Opinion Writing Rubric

ELAGSE3W1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes 5 or more well-elaborated reasons to support the opinion - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes less than 3 reasons to support the opinion - Some of the student's ideas are understood, but some may be difficult to understand	-Student uses writing to attempt to express an opinion -The student's ideas are not clear and are rarely understood
Organization	-Student writes more than 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words and a conclusion	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Each paragraph includes an introduction, supporting details, linking words, and a conclusion	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Each paragraph shows an attempt at an introduction, supporting details, linking words, and a conclusion	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the writer's message -Subjects and verbs agree most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere or minimally interfere with message -Subjects and verbs agree some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree
Craft	-Writing includes interesting and engaging vocabulary that is above a 2nd grade level -Writing includes descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging 2nd grade vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I clearly stated my opinion</p> <p>___ I had 5 or more reasons to support my opinion</p> <p>___ All of my ideas we clearly written and easy to understand</p>	<p>___ I stated my opinion</p> <p>___ I had 3 or more reasons to support my opinion</p> <p>___ Most of my ideas we clearly written and easy to understand</p>	<p>___ I need to work on stating my opinion more clearly</p> <p>___ I need to provide more reasons to support my opinion</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote more than 2 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ All of my paragraphs had an introduction, supporting details, and a conclusion</p>	<p>___ I wrote at least 2 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ Most of my paragraphs had an introduction, supporting details, and a conclusion</p>	<p>___ I need to write at least 2 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to include an introduction, supporting details, and conclusion in my paragraphs</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I used a lot of description in my writing</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I used some description in my writing</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 2 Narrative Writing Rubric

ELAGSE3W3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to develop real or imagined experiences or events using descriptive details and clear event sequences -Student stays on topic throughout entire piece -All of the student's ideas are clearly written and easily understood	-Student uses writing to describe real or imagined experiences or events with some description -Student stays on topic for most of the piece -Most of the student's ideas are clearly written and easily understood	-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed -Student stays on topic for some of the piece -Some of the student's ideas are clearly written and understood	-Student attempts to use writing to describe an event -Student is not on topic or does not stay on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure -Writing includes various temporal words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs attempt to introduce narrator or characters, describe a sequence of events, and provide a sense of closure -Writing includes temporal words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Paragraphs attempt to describe a sequence of events, but may be lacking an introduction or sense of closure -Writing includes some temporal words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing a sequence of events -Writing includes little to no temporal words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary to describe actions, thoughts, and feelings -Student uses varied sentence structure throughout writing -Student uses dialogue throughout writing	-Writing includes interesting and engaging vocabulary that describes some actions, thoughts, or feelings -Student uses some varied sentence structure -Student attempts to use some dialogue	-Writing includes some variation in vocabulary, but doesn't describe actions, thoughts, and feelings in enough detail -Student writes mostly simple sentences -Student makes little to no attempt at using dialogue	-Word choice is basic -Student makes little attempt to describe actions, thoughts, or feelings -Student writes only simple sentences -Student does not attempt to use dialogue

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I stayed on topic for my whole piece</p> <p>___ All of my ideas we clearly written and easy to understand</p>	<p>___ I wrote about one event or short sequence of events</p> <p>___ I stayed on topic for most of my piece</p> <p>___ Most of my ideas we clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote at least 3 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters</p> <p>___ My events were in order</p> <p>___ My writing had a sense of closure</p> <p>___ I used many temporal words</p>	<p>___ I wrote at least 2 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ I tried to introduced the narrator and/or characters</p> <p>___ My events were in order</p> <p>___ My writing had a sense of closure</p> <p>___ I used some temporal words</p>	<p>___ I need to write at least 2 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need a sense of closure</p> <p>___ I need to use temporal words in my writing</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p> <p>___ All of my parts of speech were used correctly</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p> <p>___ Most of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p> <p>___ I need to use my parts of speech correctly</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I described actions, thoughts, and feelings in my writing in detail</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p> <p>___ I used dialogue in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I described some actions, thoughts, and feelings in my writing in detail</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p> <p>___ I tried to use dialogue in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to describe actions, thoughts, and feelings in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p> <p>___ I need to use dialogue in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 2 Opinion Writing Rubric

ELAGSE3W1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes 5 or more well-elaborated reasons to support the opinion -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes less than 3 reasons to support the opinion -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student uses writing to attempt to express an opinion -Student is not on topic or does not stay on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted to provide an introduction, supporting details, and a sense of closure -Writing includes linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Each paragraph shows an attempt at an introduction, supporting details, and a conclusion -Writing includes some linking words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had 5 or more reasons to support my opinion <input type="checkbox"/> I stayed on topic for my whole piece <input type="checkbox"/> All of my ideas we clearly written and easy to understand	<input type="checkbox"/> I stated my opinion <input type="checkbox"/> I had 3 or more reasons to support my opinion <input type="checkbox"/> I stayed on topic for most of my piece <input type="checkbox"/> Most of my ideas we clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my opinion more clearly <input type="checkbox"/> I need to provide more reasons to support my opinion <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
Organization	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> All of my paragraphs were formatted correctly <input type="checkbox"/> All of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 2 paragraphs <input type="checkbox"/> Most of my paragraphs were formatted correctly <input type="checkbox"/> Most of my paragraphs had at least 5 sentences <input type="checkbox"/> Most of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 2 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to use linking words in my writing
Conventions	<input type="checkbox"/> All of my capitalization is correct <input type="checkbox"/> All of my punctuation is correct <input type="checkbox"/> All of my spelling is correct <input type="checkbox"/> All of my subjects and verbs agree <input type="checkbox"/> All of my parts of speech were used correctly	<input type="checkbox"/> Most of my capitalization is correct <input type="checkbox"/> Most of my punctuation is correct <input type="checkbox"/> Most of my spelling is correct <input type="checkbox"/> Most of my subjects and verbs agree <input type="checkbox"/> Most of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
Craft	<input type="checkbox"/> I used a lot of interesting and engaging vocabulary <input type="checkbox"/> I used a lot of description in my writing <input type="checkbox"/> I used various types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used some interesting and engaging vocabulary <input type="checkbox"/> I used some description in my writing <input type="checkbox"/> I used some sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: _____

Date: _____

Third Grade Quarter 2 Informational/Explanatory Writing Rubric

ELAGSE3W2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic, supply more 5 or more facts about the topic, and includes definitions to develop and elaborate on points -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply 3 or more facts about the topic, and include definitions to develop points -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state a topic, supplies less than 3 facts about the topic, and makes an attempt at including definitions -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student uses writing to attempt to share facts about a topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted to provide an introduction, supporting details, and a sense of closure -Writing includes linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be shorter than 5 sentences -Each paragraph shows an attempt at an introduction, supporting details, and a conclusion -Writing includes some linking words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

throughout writing

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I clearly stated my topic</p> <p>___ I had more than 5 facts about my topic</p> <p>___ I used definitions to develop my points</p> <p>___ I stayed on topic for my whole piece</p> <p>___ All of my ideas were clearly written and easy to understand</p>	<p>___ I stated my topic</p> <p>___ I had 3 or more facts about my topic</p> <p>___ I used definitions to develop most of my points</p> <p>___ I stayed on topic for most of my piece</p> <p>___ Most of my ideas were clearly written and easy to understand</p>	<p>___ I need to work on stating my topic more clearly</p> <p>___ I need to provide more facts to support my topic</p> <p>___ I need to provide definitions to support my topics</p> <p>___ I need to stay on topic</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote at least 3 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ My paragraphs included an introductory, body, and concluding paragraph</p> <p>___ I used multiple linking words in my writing</p>	<p>___ I wrote at least 2 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ Most of my paragraphs had an introduction, supporting details, and a conclusion</p> <p>___ I used linking words in my writing</p>	<p>___ I need to write at least 2 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to include an introduction, supporting details, and conclusion in my paragraphs</p> <p>___ I need to use linking words in my writing</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p> <p>___ All of my parts of speech were used correctly</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p> <p>___ Most of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p> <p>___ I need to use my parts of speech correctly</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I used a lot of description in my writing</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I used some description in my writing</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 3 Informational/Explanatory Writing Rubric

ELAGSE3W2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic, supply more 5 or more facts about the topic, and includes definitions and details to develop and elaborate on points -Student stays on topic throughout entire piece -All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply 3 or more facts about the topic, and include definitions to develop points -Student stays on topic for most of the piece -Most of the student's ideas are clearly written and easily understood	-Student uses writing to state a topic, supplies less than 3 facts about the topic, and makes an attempt at including definitions -Student stays on topic for some of the piece -Some of the student's ideas are clearly written and understood	-Student uses writing to attempt to share facts about a topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes more than 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words	-Student attempts to write at least 3 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes linking words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted to provide an introduction, supporting details, and a sense of closure -Writing includes some linking words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 5 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my whole piece <input type="checkbox"/> All of my ideas were clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 3 or more facts about my topic <input type="checkbox"/> I used definitions to develop most of my points <input type="checkbox"/> I stayed on topic for most of my piece <input type="checkbox"/> Most of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
Organization	<input type="checkbox"/> I wrote more than 3 paragraphs <input type="checkbox"/> All of my paragraphs were formatted correctly <input type="checkbox"/> All of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> Most of my paragraphs were formatted correctly <input type="checkbox"/> Most of my paragraphs had at least 5 sentences <input type="checkbox"/> Most of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 2 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to use linking words in my writing
Conventions	<input type="checkbox"/> All of my capitalization is correct <input type="checkbox"/> All of my punctuation is correct <input type="checkbox"/> All of my spelling is correct <input type="checkbox"/> All of my subjects and verbs agree <input type="checkbox"/> All of my parts of speech were used correctly	<input type="checkbox"/> Most of my capitalization is correct <input type="checkbox"/> Most of my punctuation is correct <input type="checkbox"/> Most of my spelling is correct <input type="checkbox"/> Most of my subjects and verbs agree <input type="checkbox"/> Most of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
Craft	<input type="checkbox"/> I used a lot of interesting and engaging vocabulary <input type="checkbox"/> I used a lot of description in my writing <input type="checkbox"/> I used various types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used some interesting and engaging vocabulary <input type="checkbox"/> I used some description in my writing <input type="checkbox"/> I used some sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: _____

Date: _____

Third Grade Quarter 3 Narrative Writing Rubric

ELAGSE3W3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to develop real or imagined experiences or events using descriptive details and clear event sequences -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to describe real or imagined experiences or events with some description -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student attempts to use writing to describe an event -Student is not on topic or does not stay on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes more than 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure -Writing includes various temporal words	-Student attempts to write at least 3 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure -Writing includes various temporal words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Paragraphs attempt to describe a sequence of events, but may be lacking an introduction or sense of closure -Writing includes some temporal words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing a sequence of events -Writing includes little to no temporal words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary to describe actions, thoughts, and feelings -Student uses varied sentence structure throughout writing -Student uses dialogue throughout writing	-Writing includes interesting and engaging vocabulary that describes some actions, thoughts, or feelings -Student uses some varied sentence structure -Student attempts to use some dialogue	-Writing includes some variation in vocabulary, but doesn't describe actions, thoughts, and feelings in enough detail -Student writes mostly simple sentences -Student makes little to no attempt at using dialogue	-Word choice is basic -Student makes little attempt to describe actions, thoughts, or feelings -Student writes only simple sentences -Student does not attempt to use dialogue

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I stayed on topic for my whole piece</p> <p>___ All of my ideas we clearly written and easy to understand</p>	<p>___ I wrote about one event or short sequence of events</p> <p>___ I stayed on topic for most of my piece</p> <p>___ Most of my ideas we clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote more than 3 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters</p> <p>___ My events were in order</p> <p>___ My writing had a sense of closure</p> <p>___ I used many temporal words</p>	<p>___ I wrote at least 3 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ I tried to introduced the narrator and/or characters</p> <p>___ My events were in order</p> <p>___ My writing had a sense of closure</p> <p>___ I used some temporal words</p>	<p>___ I need to write at least 2 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need a sense of closure</p> <p>___ I need to use temporal words in my writing</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p> <p>___ All of my parts of speech were used correctly</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p> <p>___ Most of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p> <p>___ I need to use my parts of speech correctly</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I used a lot of description in my writing</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I used some description in my writing</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 3 Opinion Writing Rubric

ELAGSE3W1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state an opinion and includes 5 or more well-elaborated reasons to support the opinion -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to state an opinion and includes less than 3 reasons to support the opinion -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student uses writing to attempt to express an opinion -Student is not on topic or does not stay on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes more than 3 paragraphs with 5 or more sentences per paragraph -Student includes an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words	-Student attempts to write at least 3 correctly formatted paragraphs with 5 or more sentences per paragraph -Student attempts to include an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes linking words	-Student writes 2 correctly formatted paragraphs with 5 or more sentences per paragraph -Student makes little to no attempt to include an organizational structure that lists the reasons -Paragraphs are formatted to provide an introduction, supporting details, and a sense of closure -Writing includes some linking words	-Student attempts to write at least 1 paragraph -Student makes little to no attempt at writing an introduction, supporting details, or a conclusion -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few (3-8) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some (8-15) errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many (more than 15) errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had 5 or more reasons to support my opinion <input type="checkbox"/> I stayed on topic for my whole piece <input type="checkbox"/> All of my ideas we clearly written and easy to understand	<input type="checkbox"/> I stated my opinion <input type="checkbox"/> I had 3 or more reasons to support my opinion <input type="checkbox"/> I stayed on topic for most of my piece <input type="checkbox"/> Most of my ideas we clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my opinion more clearly <input type="checkbox"/> I need to provide more reasons to support my opinion <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
Organization	<input type="checkbox"/> I wrote more than 3 paragraphs <input type="checkbox"/> All of my paragraphs were formatted correctly <input type="checkbox"/> All of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> Most of my paragraphs were formatted correctly <input type="checkbox"/> Most of my paragraphs had at least 5 sentences <input type="checkbox"/> Most of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 2 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to use linking words in my writing
Conventions	<input type="checkbox"/> All of my capitalization is correct <input type="checkbox"/> All of my punctuation is correct <input type="checkbox"/> All of my spelling is correct <input type="checkbox"/> All of my subjects and verbs agree <input type="checkbox"/> All of my parts of speech were used correctly	<input type="checkbox"/> Most of my capitalization is correct <input type="checkbox"/> Most of my punctuation is correct <input type="checkbox"/> Most of my spelling is correct <input type="checkbox"/> Most of my subjects and verbs agree <input type="checkbox"/> Most of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
Craft	<input type="checkbox"/> I used a lot of interesting and engaging vocabulary <input type="checkbox"/> I used a lot of description in my writing <input type="checkbox"/> I used various types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used some interesting and engaging vocabulary <input type="checkbox"/> I used some description in my writing <input type="checkbox"/> I used some sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: _____

Date: _____

Third Grade Quarter 4 Informational/Explanatory Writing Rubric

ELAGSE3W2 - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with facts, definitions, and details.
- c. Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas within categories of information.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state topic, supply more than 5 facts about the topic, and includes definitions and details to develop and elaborate on points -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply at least 5 facts about the topic, and includes definitions and details to develop and elaborate on points -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state topic, supply 3 or more facts about the topic, and include definitions to develop points -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student does not clearly state the topic or partially states topic -Student supplies less than 3 facts about the topic, and makes an attempt at including definitions -Student is rarely on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 5 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words and phrases	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes linking words and phrases	-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes some linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs attempt to provide an introduction, supporting details, and a sense of closure -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<input type="checkbox"/> I clearly stated my topic <input type="checkbox"/> I had more than 5 facts about my topic <input type="checkbox"/> I used definitions and details to develop my points <input type="checkbox"/> I stayed on topic for my whole piece <input type="checkbox"/> All of my ideas were clearly written and easy to understand	<input type="checkbox"/> I stated my topic <input type="checkbox"/> I had 3 or more facts about my topic <input type="checkbox"/> I used definitions to develop most of my points <input type="checkbox"/> I stayed on topic for most of my piece <input type="checkbox"/> Most of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my topic more clearly <input type="checkbox"/> I need to provide more facts to support my topic <input type="checkbox"/> I need to provide definitions to support my topics <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
Organization	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> All of my paragraphs were formatted correctly <input type="checkbox"/> All of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> Most of my paragraphs were formatted correctly <input type="checkbox"/> Most of my paragraphs had at least 5 sentences <input type="checkbox"/> Most of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to use linking words in my writing
Conventions	<input type="checkbox"/> All of my capitalization is correct <input type="checkbox"/> All of my punctuation is correct <input type="checkbox"/> All of my spelling is correct <input type="checkbox"/> All of my subjects and verbs agree <input type="checkbox"/> All of my parts of speech were used correctly	<input type="checkbox"/> Most of my capitalization is correct <input type="checkbox"/> Most of my punctuation is correct <input type="checkbox"/> Most of my spelling is correct <input type="checkbox"/> Most of my subjects and verbs agree <input type="checkbox"/> Most of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
Craft	<input type="checkbox"/> I used a lot of interesting and engaging vocabulary <input type="checkbox"/> I used a lot of description in my writing <input type="checkbox"/> I used various types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used some interesting and engaging vocabulary <input type="checkbox"/> I used some description in my writing <input type="checkbox"/> I used some sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing

Name: _____

Date: _____

Third Grade Quarter 4 Narrative Writing Rubric

ELAGSE3W3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to develop real or imagined experiences or events using above grade level descriptive details and clear event sequences -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to develop real or imagined experiences or events using descriptive details and clear event sequences -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to describe real or imagined experiences or events with some description -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student attempts to use writing to describe real or imagined experiences or events, but ideas are not completely formed -Student is rarely on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 5 paragraphs with 5 or more sentences per paragraph -Paragraphs are used to clearly introduce narrator and/or characters, describe experiences and events in order in great detail, and provide a sense of closure -Writing is organized in a way that allows events to naturally unfold -Writing includes various temporal words and phrases	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Paragraphs are used to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure -Writing is organized in a way that allows events to naturally unfold -Writing includes temporal words and phrases	-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs attempt to introduce narrator and/or characters, describe experiences and events in order, and provide a sense of closure -Writing includes some temporal words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Paragraphs attempt to describe a sequence of events, but may be lacking an introduction or sense of closure -Writing includes little to no temporal words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<p>___ I wrote about a well-elaborated event or sequence of events in detail</p> <p>___ I stayed on topic for my whole piece</p> <p>___ All of my ideas were clearly written and easy to understand</p>	<p>___ I wrote about one event or sequence of events</p> <p>___ I stayed on topic for most of my piece</p> <p>___ Most of my ideas were clearly written and easy to understand</p>	<p>___ I need to write about one event or sequence of events</p> <p>___ I need to stay on topic</p> <p>___ I need to write my ideas more clearly so that they can be understood</p>
Organization	<p>___ I wrote at least 5 paragraphs</p> <p>___ All of my paragraphs were formatted correctly</p> <p>___ All of my paragraphs had at least 5 sentences</p> <p>___ My writing clearly introduced the narrator and/or characters and had a clear sense of closure</p> <p>___ My events were in order and written in great detail</p> <p>___ I used many temporal words</p>	<p>___ I wrote at least 3 paragraphs</p> <p>___ Most of my paragraphs were formatted correctly</p> <p>___ Most of my paragraphs had at least 5 sentences</p> <p>___ My writing introduced the narrator and/or characters and had a sense of closure</p> <p>___ My events were in order</p> <p>___ I used some temporal words</p>	<p>___ I need to write at least 3 paragraphs</p> <p>___ I need to format my paragraphs correctly</p> <p>___ I need to write at least 5 sentences in my paragraphs</p> <p>___ I need to introduce my narrator and/or characters</p> <p>___ I need to write about my events in order</p> <p>___ I need a sense of closure</p> <p>___ I need to use temporal words in my writing</p>
Conventions	<p>___ All of my capitalization is correct</p> <p>___ All of my punctuation is correct</p> <p>___ All of my spelling is correct</p> <p>___ All of my subjects and verbs agree</p> <p>___ All of my parts of speech were used correctly</p>	<p>___ Most of my capitalization is correct</p> <p>___ Most of my punctuation is correct</p> <p>___ Most of my spelling is correct</p> <p>___ Most of my subjects and verbs agree</p> <p>___ Most of my parts of speech were used correctly</p>	<p>___ I need to correct my capitalization</p> <p>___ I need to correct my punctuation</p> <p>___ I need to correct my spelling</p> <p>___ I need to correct my subject-verb agreement</p> <p>___ I need to use my parts of speech correctly</p>
Craft	<p>___ I used a lot of interesting and engaging vocabulary</p> <p>___ I used a lot of description in my writing</p> <p>___ I used various types of sentences (simple, compound, etc.) in my writing</p>	<p>___ I used some interesting and engaging vocabulary</p> <p>___ I used some description in my writing</p> <p>___ I used some sentence variety (simple, compound, etc.) in my writing</p>	<p>___ I need to include more interesting and engaging vocabulary in my writing</p> <p>___ I need to use more descriptive language in my writing</p> <p>___ I need to use more sentence variety (simple, compound, etc.) in my writing</p>

Name: _____

Date: _____

Third Grade Quarter 4 Opinion Writing Rubric

ELAGSE3W1 - Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.
- b. Provide reasons that support the opinion.
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

	Exceeds Expectations (4)	Meets Expectations (3)	Approaching Expectations (2)	Expectations Not Met (1)
Ideas	-Student uses writing to clearly state opinion, supply more than 5 facts/reasons about the topic, and includes definitions and details to develop and elaborate on points -Student stays on topic throughout entire piece - All of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes at least 5 well-elaborated reasons to support the opinion -Student stays on topic for most of the piece - Most of the student's ideas are clearly written and easily understood	-Student uses writing to clearly state an opinion and includes 3 or more reasons to support the opinion -Student stays on topic for some of the piece - Some of the student's ideas are clearly written and understood	-Student attempts to use writing to state an opinion and includes less than 3 reasons to support the opinion -Student is rarely on topic -The student's ideas are poorly formed or not clearly understood
Organization	-Student writes at least 5 paragraphs with 5 or more sentences per paragraph -Student includes an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes various linking words and phrases	-Student writes at least 3 paragraphs with 5 or more sentences per paragraph -Student includes an organizational structure that lists the reasons -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes linking words and phrases	-Student attempts to write 3 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Student attempts to include an organizational structure -Paragraphs are formatted with an introductory paragraph, body paragraph(s), and closing paragraph -Writing includes some linking words	-Student attempts to write 2 correctly formatted paragraphs, though paragraphs may be less than 5 sentences -Student makes little to no attempt at including an organizational structure -Paragraphs attempt to provide an introduction, supporting details, and a sense of closure -Writing includes little to no linking words
Conventions	-Student has minimal (less than 3) errors in capitalization, punctuation, and spelling. -Subjects and verbs agree all of the time -Regular and irregular parts of speech are used correctly all of the time	-Student has few errors in capitalization, punctuation, and spelling. Errors do not interfere with the message -Subjects and verbs agree most of the time -Regular and irregular parts of speech are used correctly most of the time	-Student has some errors in capitalization, punctuation, and spelling. Errors do not interfere with the message. -Subjects and verbs agree some of the time -Regular and irregular parts of speech are used correctly some of the time	-Student has many errors that prevent the reader from understanding the writer's message -Subjects and verbs rarely agree -Regular and irregular parts of speech rarely used correctly
Craft	-Writing includes interesting and engaging vocabulary that supports writer's message -Writing includes detailed descriptive language -Student uses varied sentence structure throughout writing	-Writing includes interesting and engaging vocabulary -Descriptive language is evident -Student uses some varied sentence structure	-Writing includes some variation in vocabulary -Some descriptive language is used -Student writes mostly simple sentences	-Word choice is basic -No variety or descriptive language used -Student writes only simple sentences or sentence fragments

Name: _____

Date: _____

Third Grade Self-Check Writing Rubric

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Ideas	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had 5 or more reasons to support my opinion <input type="checkbox"/> I stayed on topic for my whole piece <input type="checkbox"/> All of my ideas were clearly written and easy to understand	<input type="checkbox"/> I clearly stated my opinion <input type="checkbox"/> I had at least 5 reasons to support my opinion <input type="checkbox"/> I stayed on topic for most of my piece <input type="checkbox"/> Most of my ideas were clearly written and easy to understand	<input type="checkbox"/> I need to work on stating my opinion more clearly <input type="checkbox"/> I need to provide more reasons to support my opinion <input type="checkbox"/> I need to stay on topic <input type="checkbox"/> I need to write my ideas more clearly so that they can be understood
Organization	<input type="checkbox"/> I wrote at least 5 paragraphs <input type="checkbox"/> All of my paragraphs were formatted correctly <input type="checkbox"/> All of my paragraphs had at least 5 sentences <input type="checkbox"/> My paragraphs included an introductory, body, and concluding paragraph <input type="checkbox"/> I used multiple linking words in my writing	<input type="checkbox"/> I wrote at least 3 paragraphs <input type="checkbox"/> Most of my paragraphs were formatted correctly <input type="checkbox"/> Most of my paragraphs had at least 5 sentences <input type="checkbox"/> Most of my paragraphs had an introduction, supporting details, and a conclusion <input type="checkbox"/> I used linking words in my writing	<input type="checkbox"/> I need to write at least 3 paragraphs <input type="checkbox"/> I need to format my paragraphs correctly <input type="checkbox"/> I need to write at least 5 sentences in my paragraphs <input type="checkbox"/> I need to include an introduction, supporting details, and conclusion in my paragraphs <input type="checkbox"/> I need to use linking words in my writing
Conventions	<input type="checkbox"/> All of my capitalization is correct <input type="checkbox"/> All of my punctuation is correct <input type="checkbox"/> All of my spelling is correct <input type="checkbox"/> All of my subjects and verbs agree <input type="checkbox"/> All of my parts of speech were used correctly	<input type="checkbox"/> Most of my capitalization is correct <input type="checkbox"/> Most of my punctuation is correct <input type="checkbox"/> Most of my spelling is correct <input type="checkbox"/> Most of my subjects and verbs agree <input type="checkbox"/> Most of my parts of speech were used correctly	<input type="checkbox"/> I need to correct my capitalization <input type="checkbox"/> I need to correct my punctuation <input type="checkbox"/> I need to correct my spelling <input type="checkbox"/> I need to correct my subject-verb agreement <input type="checkbox"/> I need to use my parts of speech correctly
Craft	<input type="checkbox"/> I used a lot of interesting and engaging vocabulary <input type="checkbox"/> I used a lot of description in my writing <input type="checkbox"/> I used various types of sentences (simple, compound, etc.) in my writing	<input type="checkbox"/> I used some interesting and engaging vocabulary <input type="checkbox"/> I used some description in my writing <input type="checkbox"/> I used some sentence variety (simple, compound, etc.) in my writing	<input type="checkbox"/> I need to include more interesting and engaging vocabulary in my writing <input type="checkbox"/> I need to use more descriptive language in my writing <input type="checkbox"/> I need to use more sentence variety (simple, compound, etc.) in my writing