

## NTN Written Communication Rubric, Grade 2

The ability to effectively communicate knowledge and thinking through writing by organizing and structuring ideas and using discipline appropriate language and conventions.



	EMERGING This level may include drawing and dictating	E/ D	DEVELOPING	D/ P	PROFICIENT	P/ A	ADVANCED (5th Grade Level)
DEVELOPMENT <i>What is the evidence that the student can develop ideas?</i>	<ul style="list-style-type: none"> <li>Simply names the topic or may not attempt to introduce the topic for the writing</li> </ul>		<ul style="list-style-type: none"> <li>Attempts to introduce the topic</li> </ul>		<ul style="list-style-type: none"> <li>Includes an introduction of the topic</li> </ul>		<ul style="list-style-type: none"> <li>Provides a basic introduction with a <b>partial explanation</b> of <b>background</b> and <b>context</b> of topic/issue</li> </ul>
	<ul style="list-style-type: none"> <li>When appropriate, <b>attempts to include</b> opinion/preference, may be <b>missing</b></li> </ul>		<ul style="list-style-type: none"> <li>When appropriate, opinion is <b>stated</b></li> </ul>		<ul style="list-style-type: none"> <li>When appropriate, opinion is <b>clearly stated</b></li> </ul>		<ul style="list-style-type: none"> <li>When appropriate, opinion/theme/controlling idea* is clearly stated and present through <b>some of the text</b></li> </ul>
	<ul style="list-style-type: none"> <li>May not include any reasons/facts, or reasons/facts are included but do not support the opinion/topic</li> </ul>		<ul style="list-style-type: none"> <li>Includes a <b>reason or a fact to support</b> an opinion/topic</li> </ul>		<ul style="list-style-type: none"> <li>Includes <b>reasons, facts, and/or definitions</b> to support an opinion/topic</li> </ul>		<ul style="list-style-type: none"> <li>Ideas and evidence are <b>somewhat</b> developed</li> </ul>
ORGANIZATION <i>What is the evidence that the student can organize and structure ideas for effective communication?</i>	<ul style="list-style-type: none"> <li>Linking words are <b>missing</b></li> </ul>		<ul style="list-style-type: none"> <li>Attempts to use linking words to <b>connect ideas</b> but may do so <b>awkwardly or incorrectly</b></li> </ul>		<ul style="list-style-type: none"> <li>Uses linking words to <b>connect ideas</b></li> </ul>		<ul style="list-style-type: none"> <li>Uses <b>varied</b> linking words to connect ideas or sections of the text</li> </ul>
	<ul style="list-style-type: none"> <li>When appropriate, <b>ends without</b> providing some sense of closure</li> </ul>		<ul style="list-style-type: none"> <li>When appropriate, provides <b>some</b> sense of closure</li> </ul>		<ul style="list-style-type: none"> <li>When appropriate, <b>attempts</b> to provide a concluding statement or section, may be <b>unrelated</b> to topic</li> </ul>		<ul style="list-style-type: none"> <li>Concluding statement or section, when appropriate, is <b>related</b> to topic</li> </ul>
LANGUAGE AND CONVENTIONS <i>What is the evidence that the student can use language skillfully to communicate ideas?</i>	<ul style="list-style-type: none"> <li><b>Occasionally</b> uses words acquired through reading, class discussion, etc. that are relevant to topic</li> </ul>		<ul style="list-style-type: none"> <li><b>Sometimes</b> uses words acquired through reading, class discussion, etc. that are relevant to topic</li> </ul>		<ul style="list-style-type: none"> <li><b>Uses</b> words acquired through reading, class discussion, etc. to <b>describe</b> topic</li> </ul>		<ul style="list-style-type: none"> <li>Has <b>control</b> of appropriate grade-level vocabulary</li> </ul>
	<ul style="list-style-type: none"> <li>With supports, produces <b>simple sentences</b>; capital letters and ending punctuation are used <b>inconsistently or not at all</b></li> </ul>		<ul style="list-style-type: none"> <li>Writes <b>simple and compound sentences with</b> capital first letters and ending punctuation</li> </ul>		<ul style="list-style-type: none"> <li>Writes <b>complete</b> simple and compound sentences with grade-appropriate punctuation</li> </ul>		<ul style="list-style-type: none"> <li>Has <b>few, if any</b>, errors in grammar, usage, and mechanics; errors do not interfere with meaning</li> </ul>

\*Controlling idea may refer to a thesis, argument, topic, or main idea, depending on the type of writing

