

2nd Primary Scoring Rubric

<u>IDEAS AND CONTENT</u>			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Lacks focus, print just fills the space - Does not respond to prompt Is completely off prompt	-Begins to create an idea using one or two sentences	-Uses text to express ideas - Uses multiple sentences, but includes off-prompt details	-Uses text to express clear messages -Uses multiple sentences to add detail related to the topic	-Uses text to express a focused, clear message -Uses multiple sentences to enrich ideas or extend story -Incorporates significant detail to enhance meaning -Creates writing that explains, gives directions, tells a story, expresses an opinion, describes -Expresses complex, extended thoughts
<u>CONVENTIONS</u>			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Missing capitals - Missing end-marks -Writes one to several sight words -Usually writes left to right	-Uses capitals -May use periods and other punctuation marks randomly -Print is not always interpretable w/o help -Spells some sight words	-Uses capitals and lower case (often correctly) -Uses periods, commas, question marks and exclamation points (inconsistently) -Puts spaces between words -Spells many sight words and some challenging words correctly -Creates readable, phonetic versions of challenging words	-Uses capitals and lower case with fair consistency -Uses periods, commas, exclamation points, question marks with fair consistency -Sometimes uses paragraphs -Spells most sight words and many challenging words correctly	-Uses wide range of conventions accurately -Creates easy to read text with few distractions or errors -Attempts paragraphing -Spells many words correctly, few errors do not detract from message -“Plays” with more difficult conventions: e.g., quotation marks, ellipses, dashes, parentheses
<u>VOICE</u>			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Voice...just... missing...	-Uses exclamation points/underlining to show emphasis	-Uses BIG LETTERS to show importance, strong feelings -Puts moments of voice throughout text	-Uses expressive language -Creates tone that reflects feelings	-Creates writing that is fun to read aloud -Creates text recognizable as “this child’s piece” -Elicits emotional response in reader -Creates lively engaging text

ORGANIZATION			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Fills space randomly -Transitions missing -Disjointed collection of thoughts -Hard to follow even with effort -Reader feels lost	-Transitions unclear or missing -Topic/main idea sentence and closing sentence missing and/or need work	-Writes more than one sentence on the same topic -Writes topic/main idea sentence or closing sentence -Attempts logical order/sequence	-Writes a topic/main idea sentence or a closing sentence -Developing logical order/sequence -Attempts connecting words	-Writes a topic/main idea sentence -Provides closure (usually with final sentence) -Follows logical order/sequence -Connects ideas -Uses appropriate transitions -Uses connecting words
WORD CHOICE			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Words chosen at random-something to fill the page -Apparent struggle to get words on paper	-Chooses favorite words -Uses many simple, familiar words -Has personal bank of favorite words	-Uses sight words with ease -Attempts new or unfamiliar words	-Writes with variety-dares to try new, less familiar words -Uses descriptive words and phrases -Uses some strong verbs -Uses words to create images or add clarity, detail	-Uses vivid, expressive language that creates imagery or sensory impressions -Writes with vocabulary that may extend well beyond spelling ability -Sometimes uses striking unexpected phrases -Uses many strong verbs -Stretches for the “right words”
SENTENCE FLUENCY			*BENCHMARK	
1 - Beginner	2 - Borrower	3 - Experimenter	4 - Meaning Maker	5 - Experienced Writer
-Hard to read, even with effort -Hard to tell where sentences begin -Writes text with a “sentence look” that may not be translatable	-Writes more than one sentence -Usually write sentences that complete a thought	-Attempts longer sentences -Favors sentence patterns	-Creates easy-to-read text -Writes multiple sentences -Begins to show variety in sentence lengths, patterns, beginning	-Reads text that sounds fluent read aloud -Consistently writes complete sentences -Creates text that is easy to read with expression -Writes longer (complex or compound) sentences -Experiments with dialogue