|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Grade 2, Quarter 3 Writing Rubric, Opinion Writing** | | | | |
| **Level** | **Linguistic Complexity** | **Vocabulary Usage** | **Language Conventions** | **Genre Specific Language Features** |
| **6**  **Reaching** | A variety of sentence  lengths of varying linguistic complexity in a single tightly  organized paragraph or in well-organized extended text; tight cohesion and organization. | Consistent use of just the right word in just the right place; precise Vocabulary Usage in general, specific or  technical language. | Has reached comparability  to that of English proficient peers functioning at the  “proficient” level in state-wide assessments. | All essential elements for opinion writing are present: statement of opinion, linking words (*because, and, also*) that connect opinion to 3 or more reasons. |
| **5**  **Bridging** | A variety of sentence  lengths of varying linguistic complexity in a single organized paragraph or in  extended text; cohesion and organization. | Usage of technical language related to the content area; evident facility with needed  vocabulary. | Approaching comparability to that of English proficient  peers; errors don’t impede  comprehensibility. | Communicates opinion in 5-7 sentences. Statement of opinion is present. Supports opinion with 3 or more sentences using linking words (because, and, also) to explain opinion. |
| **4**  **Expanding** | A variety of sentence  lengths of varying linguistic complexity; emerging cohesion used to provide detail and clarity | Usage of specific and some technical language related to the content area; lack of  needed vocabulary may be occasionally evident. | Generally comprehensible  at all times, errors don’t  impede the overall meaning;  such errors may reflect first language interference. | Communicates opinion in 3-5 sentences and uses linking words (because, and, also). |
| **3**  **Developing** | Simple and expanded  sentences that show emerging complexity used to provide detail. | Usage of general and some specific language related to the content area; lack of needed vocabulary may be  evident. | Generally comprehensible  when writing in sentences;  comprehensibility may from time to time be impeded by errors when attempting to  produce more complex text. | Writes 2 sentences communicating an opinion. Uses at least one linking word (because, and, also). |
| **2**  **Beginning** | Phrases and short sentences; varying amount of text may  be copied or adapted; some attempt at organization may  be evident. | Usage of general language related to the content area; lack of vocabulary may be evident. | Generally comprehensible when text is adapted from  model or source text, or when original text is limited to simple text; comprehensibility  may be often impeded by errors. | Completes a sentence frame to communicate opinion. |
| **1**  **Entering** | Single words, set phrases or chunks of simple language;  varying amounts of text  may be copied or adapted; adapted text contains original  language. | Usage of highest frequency vocabulary from school setting and content areas. | Generally comprehensible when text is copied or adapted from model or source text; comprehensibility may  be significantly impeded in orig  inal text. | Communicates opinion through drawing and labeling. |

Adapted from Grades 1-12 Writing Rubrics and CAN DO Descriptors

For Levels 5 and 6, refer to the Somerville Writing Continuum for grade level Essential Skills