In 2nd grade, Ideas, Conventions, Presentation, and Organization are the only traits assessed. Experienced (5) is a target score in Ideas, Conventions and Presentation and Developing (3) for Organization for 2nd graders

Student Name:		Assessment Period	Trimester 1	Trimester 2	Trimester 3
Ideas					
Conventions					
Presentation					
Organization					
Overall					

						END OF GRADE TARGET
	1 Experimenting	**2 Emerging**	**3 Developing**	**4 Capable**	**5 Experienced**	
	Ideas	Ideas	Ideas	Ideas	Ideas	
	Big Idea is unclear; print sense is just beginning	**Big Idea is conveyed in a general way through text, labels, symbols**	**Big Idea is stated in text**	**Big Idea is clear, but general – a simple story or explanation**	**Big Idea is clear; topic is narrow, fresh, and original**	
A	No topic	Some evidence of topic or several somewhat related topics	Broad topic evident	Topic is focused but not fully developed	Topic is focused and developed	
B	Details are missing, or if present, are unclear	Few details are present	Details are relevant to topic and support Big Idea	Details are telling, and sometimes specific to Big Idea	Details are accurate, relevant, high-quality, and support or enrich Big Idea	
C	Experience with topic is unclear	Some experience with topic is demonstrated	Experience with topic is obvious	Experience with topic is supported by text	Experience with topic is demonstrated clearly	
C	Pictures, if present, are unclear	Pictures, if present, connect to a few words	Pictures, if present, support topic	Pictures, if present, add descriptive details to topic	Pictures, if present, clarify, enrich, and enhance topic	
	Key Question: Does the writer stay focused and share original and fresh information or perspective about the topic?					

Comments:

					END OF GRADE TARGET	
	1 Experimenting	**2 Emerging**	**3 Developing**	**4 Capable**	**5 Experienced**	
	Conventions	Conventions	Conventions	Conventions	Conventions	
	Nearly every convention requires editing	**Some conventions are correct, most are not**	**Half of conventions are correct and half need editing**	**More conventions are correct than not**	**Conventions require little editing to be published**	
A	Spelling is not evident, only strings of letters	Semi-phonetic spelling is attempted	Errors in grade-level high-frequency words; Phonetic spelling is sometimes used (CV, CVC, CVCE, Blends – see C-TACHs for detail)	Grade level high-frequency words are mostly spelled correctly; phonetic spelling is mostly used (CV, CVC, CVCe, Blends – see C-TACHs for detail)	Grade level high-frequency words are spelled correctly; spelling is phonetic on all others (VCe, VV patterns, see C-TACHS for detail)	
B	No sense of punctuation exists	Random punctuation exists	End punctuation is usually correct; experiments with other punctuation	End punctuation is correct; some other punctuation is correct	Punctuation is usually correct and/or sometimes even creative	

C	Print sense is still emerging	Upper and lower case letters are randomly used but begin most sentences and the pronoun *I*	Capitals are inconsistent but begin most sentences and some proper nouns	Capitals are more consistent and begin sentences and most proper nouns (dates and people)	Capitals are consistently accurate for sentence beginnings, proper nouns, titles, holidays and places
D	No awareness of grammar and/or usage exists	Part of a grammatical construction is present	A grammatical construction is present	Subject/verb agreement, proper tense are present but the rest is still spotty	Some control is shown over basic grade level grammar

Key Question: How much editing would have to be done to be ready to share with an outside source?
(Expectations should be based on grade level and include only skills that have been taught)

Comments:

	1 Experimenting	2 Emerging	3 Developing	4 Capable	END OF GRADE TARGET 5 Experienced
	Presentation	**Presentation**	**Presentation**	**Presentation**	**Presentation**
	No formatting clues are present; placement of text and pictures is totally random	**Formatting of text and pictures is starting to come together**	**Formatting of text and pictures is generally correct**	**Formatting of text and pictures is clear and thoughtful**	**Formatting of text and pictures assists comprehension**
A	Only scribbles are present	Handwriting shows letters beginning to take shape, though random in placement	Handwriting includes few discrepancies in letter shape; shapes are easily identifiable	Handwriting reveals proper manuscript, spaces and written appropriately	Handwriting is neat and easy to read; proper manuscript or cursive is used
B	Letters and/or words are strung together with no spacing	Spacing between letters and words is attempted	Spacing of words is mostly correct	Words, sentences, and paragraphs have proper spacing	White space is used well within piece and to frame text
C	If pictures are present, they are randomly placed	Pictures are placed appropriately	Pictures fit with text	Pictures add detail, support piece and are appropriate	Pictures are "balanced" with text and match content
D	No identifiable markers (title, heading, bullets, page numbers) exist	Markers are present but not connected to text	Some markers match some text	Markers clarify, organize, and define text	Makers enrich, enhance, and/or help showcase text
E	If charts, tables, graphs are needed, they are not present	If charts, tables, graphs are needed, they are attempted but randomly placed	If charts, tables, graphs are needed, they match text and are properly placed	If charts, tables, graphs are needed, they match and clarify text and are properly placed	If charts, tables, graphs are needed, they enrich text and are properly placed
F	N/A	N/A	N/A	Digital tools are used with support to publish writing	Digital tools are used with minimal support to publish writing

Key Question: is the finished piece easy to read, polished in presentation, and pleasing to the eye?

Comments:

	1 Experimenting	2 Emerging	END OF GRADE TARGET 3 Developing	4 Capable	5 Experienced
	Organization	**Organization**	**Organization**	**Organization**	**Organization**
	Beginning/ending is absent	**A bare beginning is present**	**Beginning and middle are present, but ending is lacking**	**Beginning, middle and predictable ending are present**	**Beginning attracts, middle works, and ending is present**
A	Transitions are not present	Transitions are starting to emerge	Transitions rely on connective "and"	Transitions work in predictable fashion	Transitions are somewhat varied
B	Sequencing is not present	Sequencing is limited or confusing	Sequencing is adequate	Sequencing is sound	Sequencing is purposeful from start to finish
C	Pacing is not evident	Pacing is predictable, monotonous	Pacing is adequate	Pacing moves reader through piece	Pacing is purposeful

D	Title (if required) is missing	Title (if required) is attempted	Title (if required) is simple, but it works	Title (if required) fits content	Title (if required) is engaging
E	Structure is random	Structure is unclear or only starting to emerge	Structure is present and works	Structure matches purpose	Structure clarifies topic

Key Question: Does the organization structure enhance the ideas and make the piece easier to understand?

2nd Graders who consistently score 4 or 5 in the traits of Ideas, Conventions, Presentation, and Organization can move into any one or more of the traits of sentence fluency, word choice and/or voice

	1 Experimenting	2 Emerging	3 Developing	4 Capable	5 Experienced
	Sentence Fluency	**Sentence Fluency**	**Sentence Fluency**	**Sentence Fluency**	**Sentence Fluency**
	Letters and words are scribbled across page	Words are strung together into phrases	Simple sentences are used to convey meaning	Simple and compound sentences strengthen piece	Consistently varied sentence construction enhances piece
A	Sentences are not used, but instead random words or marks	Sentences are present, but not complete	Most simple sentence parts are present; variety in beginnings or length exist	Sentence structure varies; variety in beginnings and length exist	Sentences vary in structure, as well as beginnings and length
B	Connective words do not exist	Connective words may appear in sentence parts	Connective words, mostly "and" serve as links between phrases	Connective words are more varied	Connective words work smoothly and enrich fluency
C	Rhythm is not evident	Rhythm is chopping and repetitive	Rhythm is more mechanical than fluid	Rhythm is more fluid than mechanical and is easy to read aloud	Rhythm is fluid and pleasant to read aloud

Key Question: Can you feel the words and phrases flow together as you read it aloud?

	1 Experimenting	2 Emerging	3 Developing	4 Capable	5 Experienced
	Word Choice	**Word Choice**	**Word Choice**	**Word Choice**	**Word Choice**
	No words are present – only letters strung together or scribbles	Words are difficult to decode; some are recognizable	General or ordinary words convey message	Favorite words are used correctly	Specific, accurate words are used well
A	Word patterns are imitated	Environmental words are used correctly	New words are attempted but don't always fit	New and different words are used with some success	Precise, fresh, original words linger in reader's mind
B	Vocabulary relies upon environmental print	Vocabulary includes phrases, clichés	Vocabulary is limited to safe, known words	Vocabulary is expanding	Vocabulary is natural, effective, and targets audience
C	No awareness of parts of speech exists	Nouns emerge as main word choice	Basic verbs and nouns dominate piece	Modifiers add to mix of words	Variety of parts of speech adds depth
D	Words do not convey meaning of piece	Words begin to create mental imagery	Words are grouped in ways that create general mental imagery	Phrases, word groups create specific mental imagery	Strong attempts at figurative language create clear mental imagery

Key Question: Do the words and phrases create vivid pictures and linger in your mind?

	1 Experimenting	2 Emerging	3 Developing	4 Capable	5 Experienced
	Voice	**Voice**	**Voice**	**Voice**	**Voice**
	Individual expression is not present	Individual expression is emerging	Individual expression is present	Individual expression is supported by text	Individual expression reflects unique tone
A	Writing for audience is not	Writing starts to address audience	Writing addresses audience in a	Writing connects to audience	Writing clearly engages audience

	evident		general way		
B	Voice is not discernible	Voice is emerging in pictures and/or text	Voice is present	Voice supports writer's purpose	Voice is engaging and enthusiastic for purpose
C	Risk0taking is not evident	Risk-taking is limited to "safe" choices	Risk-taking reveals moments of sparkle	Risk-taking uncovers individual perspective	Risk-taking reveals person behind words
	Key Question: Would you keep reading this piece if it were longer?				