

## Grade 2: Opinion Writing Rubric with WIDA language proficiency levels

	Significantly Below WIDA Entering	Below Grade Level WIDA Emerging	Approaching Grade Level WIDA Developing/Expanding	Meets Grade Level WIDA: Bridging/Reaching
<p><b>Ideas</b> Writes opinion piece in which they introduce the topic and state an opinion with reasons <b>(W.2.1)</b></p>	<p><b>1</b>~Uses a combination of dictating and writing in which they tell their opinion; <b>1</b>~Uses L1, single words or phrases to support their opinion</p>	<p><b>2</b>~Writes a sentence stating an opinion using a sentence starter; <b>2</b>~Uses teacher supported graphic organizer with sentence frame to state reasons for opinion.</p>	<p><b>3</b>~Writes an opinion piece that states an opinion with a teacher supported graphic organizer; <b>3</b>~Includes reasons;</p>	<p><b>4</b>~Writes an opinion piece that clearly states an opinion; <b>4</b>~Includes reasons to support the opinion;</p>
<p><b>Organization</b> Introduces topic, states an opinion, supplies reasons that support the opinion, and provides a concluding section. <b>(W.2.1)</b></p>	<p><b>1</b>~Attempts an introduction with an opinion and the support of a sentence frame. <b>1</b>~Attempts to convey information using L1 or pictures/ single words or ideas <b>1</b>~May attempt to write a conclusion using a formulaic ending (i.e. the end)</p>	<p><b>2</b>~Attempts an introduction with an opinion and the support of a sentence starter; <b>2</b>~Attempts to provide reasons that support the opinion with sentence frame to state reasons for opinion; <b>2</b>~Attempts to write a conclusion with a sentence frame;</p>	<p><b>3</b>~Writes an introduction stating the opinion; <b>3</b>~ Provides reasons that support the conclusion <b>3</b>~Writes a recognizable conclusion;</p>	<p><b>4</b>~Writes a strong introduction that states the opinion; <b>4</b>~ Provides reasons that support the opinion; <b>4</b>~Writes a well-formulated conclusion that restates the opinion</p>
<p><b>Sentence Fluency</b> Uses linking words (i.e. because, and also) to connect opinion and reasons. <b>(W.2.1)</b> Uses sentence varieties (simple, compound, prepositional phrases and time clauses) <b>(L.2.1f)</b></p>	<p><b>1</b> ~May write sentences with common verbs (is/are; have/has) using a sentence frame, single words and/or copied text</p>	<p><b>2</b> ~May link opinions and reasons using sentence frames (i.e. because, and also) <b>2</b> ~Communicates with single words, phrases, or short sentences. <b>2</b> ~Uses formulaic or practiced sentences. <b>2</b> ~May attempt to show time</p>	<p><b>3</b>~Links opinions and reasons using words from a word bank (i.e. because, and, also) <b>3</b> ~Uses some sentence variety (simple, compound) <b>3</b> ~Attempts to use some prepositional phrases <b>3</b> ~Uses one or more time clauses with a word bank</p>	<p><b>4</b>~ Uses linking words (i.e. because, and also) to connect opinion and reasons <b>4</b> ~ Varies sentence structure to make the piece more interesting to read (simple &amp; compound) <b>4</b> ~Uses a range of prepositional phrases <b>4</b> ~ Uses varied time clauses</p>
<p><b>Word Choice</b> Uses common verbs and past tense irregular verbs <b>(L.2.1d)</b> Uses adjectives and adverbs <b>(L.2.1e)</b> Uses specific vocabulary and phrases <b>(L.2.1a,b,c)</b></p>	<p><b>1</b>~Uses common vocabulary</p>	<p><b>2</b> ~Uses common verbs <b>2</b> ~Uses simple adjectives <b>2</b> ~Uses some specific content words with the support of a word bank</p>	<p><b>3</b> ~Uses common verbs and the past tense of irregular verbs <b>3</b> ~Uses common adjectives and some more descriptive ones <b>3</b> ~Uses some adverbs <b>3</b> ~Uses some specific / technical vocabulary</p>	<p><b>4</b> ~Uses a range of verbs <b>4</b> ~Uses a range of adjectives <b>4</b> ~Uses a range of adverbs <b>4</b> ~Uses specific vocabulary and phrases</p>

<p><b>Conventions</b>          Spells grade appropriate words correctly <b>(L.2.2)</b>          Uses correct capitalization <b>(L.2.2)</b>          Uses correct punctuation including commas <b>(L.2.2)</b></p>	<p><b>1</b> ~Copies words correctly  <b>1</b> ~Uses an alphabet chart or word wall to spell some words with help  <b>1</b> ~May attempt capitalization.  <b>1</b> ~May attempt to use end punctuation with a sentence frame</p>	<p><b>2</b> ~Spells some grade appropriate words correctly  <b>2</b> ~Attempts to use spelling patterns but comprehensibility is difficult  <b>2</b> ~Uses some capitalization  <b>2</b> ~Uses some end punctuation</p>	<p><b>3</b> ~Spells many grade appropriate words correctly  <b>3</b> ~Attempts to use spelling patterns when writing words  <b>3</b> ~Most capitalization is correct  <b>3</b> ~Most punctuation is correct with some attempt at commas or apostrophes evident if needed</p>	<p><b>4</b> ~Spells grade appropriate words correctly  <b>4</b> ~ Uses learned spelling patterns when writing words (boy-boil)  <b>4</b> ~Uses correct capitalization  <b>4</b> ~Uses correct punctuation including commas and apostrophes if needed</p>
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POINTS	SCORE	ELL Levels	POINTS	SCORE	MAINSTREAM LEVEL
1-11	1	Entering ELL	1-32	1	Does Not Meet
12-32	2	Emerging ELL			
33-44	3	Developing ELL	33-55	2	Approaches
45-55	4	Expanding ELL			
56-68	5	Bridging/Reaching	56-68	3	Meets Expectations