

Grade 2 Argument Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.2, W.2)	Not Observed	1	2	3	4
to convince someone to do something		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Mostly accurate, but one or more sentences deviate from the purpose.	Reflects an accurate purpose, and all sentences support the genre purpose.
Structure (W.3.2, W.2)	Not Observed	1	2	3	4
Thesis: states what the writer is trying to convince the audience to do; appeals to the audience		Thesis statement is unrelated to the rest of the argument.	Thesis statement is unclear.	Thesis statement states what the writer is trying to convince the audience to do.	Thesis statement states what the writer is trying to convince the audience to do; appeals to the audience.
Reasons: support the thesis; are varied; appeal to the audience		Includes one reason unrelated to the thesis.	Includes one reason to support the thesis; or Reasons are unclear and/or unrelated to the thesis.	Includes two or more reasons to support the thesis.	Includes three or more reasons to support the thesis.
Evidence: supplies facts and details to support the reasons; appeals to the audience		Includes one piece of evidence unrelated to the reason.	Includes one piece of evidence to support one reason; or Evidence is unclear and/or unrelated to the reasons.	Includes two pieces of evidence to support reasons.	All reasons are supported by evidence.

Reinforcement of the Thesis: repeats the thesis in a new way; appeals to the audience		Reinforcement of the thesis does not restate the thesis.	Reinforcement of the thesis is unclear.	Reinforcement of the thesis restates the thesis.	Reinforcement of the thesis clearly restates the thesis in a new way.
Language	Not Observed	1	2	3	4
Adjectives: positive and/or negative adjectives are used to strengthen the argument (L.1.2.e)		Adjectives are not included or detract from the argument.	Includes one adjective to support the argument; or Adjectives are unclear or do not support the argument.	Includes two adjectives that support the argument.	Includes two or more adjectives that support the argument and appeal to the audience.
Medium: Letter - Note which parts of a letter children include.					
Organization: includes all parts of a letter: <ul style="list-style-type: none"> <input type="checkbox"/> heading <input type="checkbox"/> greeting <input type="checkbox"/> body <input type="checkbox"/> closing <input type="checkbox"/> signature 					
Conventions	Not Observed	1	2	3	4
Sentence Complexity L.2.3.f		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
Capitalization L.2..2.a		Minimally or incorrectly uses uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.

<p>Punctuation L2.2.b L2.2.c</p>		<p>Errors in end punctuation are frequent, making the piece difficult to read.</p>	<p>Inconsistently uses end punctuation, commas and apostrophes.</p>	<p>Aside from one error, correctly uses end punctuation, commas, and apostrophes.</p>	<p>Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.</p>
<p>Spelling L.2.2.d L.2.2.e</p>		<p>Errors in spelling are severe and often obscure meaning.</p>	<p>Frequent errors in the spelling of learned spelling patterns and high frequency words.</p>	<p>Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials, (sound walls, personal dictionaries, etc.).</p>	<p>Generalizes learned spelling patterns and shows evidence of using reference materials (sound walls, personal dictionaries, etc.) when writing words.</p>

Notes