

**Argumentation/Opinion Text-Based Writing Rubric  
Grade 2**

	<b>Score of 4</b>	<b>Score of 3</b>	<b>Score of 2</b>	<b>Score of 1</b>
<b>Reading/ Research</b> 2 x ____ = ____	The writing – <ul style="list-style-type: none"> <li>▪ makes effective use of available resources</li> <li>▪ skillfully/effectively supports an opinion with relevant and sufficient facts and details from provided resources with accuracy</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes adequate use of available resources</li> <li>▪ supports an opinion with relevant and sufficient facts and details from provided resources with accuracy</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes limited use of available resources</li> <li>▪ inconsistently supports an opinion with relevant and sufficient facts and details from provided resources with accuracy</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ makes inadequate use of available resources</li> <li>▪ fails to support an opinion with relevant and sufficient facts and details from provided resources with accuracy</li> </ul>
<b>Development</b> 3 x ____ = ____	The writing – <ul style="list-style-type: none"> <li>▪ addresses the writing task with a focused response</li> <li>▪ states an opinion</li> <li>▪ effectively provides reasons to support the opinion that are sufficient and relevant</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ addresses the writing task</li> <li>▪ states an opinion</li> <li>▪ provides reasons to support the opinion that are sufficient and relevant</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ addresses the writing task</li> <li>▪ states an opinion</li> <li>▪ inconsistently provides reasons to support the opinion that are sufficient and relevant</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ attempts to address the writing task</li> <li>▪ states an opinion</li> <li>▪ provides reasons to support the opinion that are insufficient and/or irrelevant</li> </ul>
<b>Organization</b> 2 x ____ = ____	The writing – <ul style="list-style-type: none"> <li>▪ effectively introduces the topic or book being written about</li> <li>▪ has evidence of purposeful organization that supports the writing task</li> <li>▪ effectively uses linking words to connect opinions and reasons</li> <li>▪ provides an effective concluding statement or section</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ introduces the topic or book being written about</li> <li>▪ has evidence of purposeful organization</li> <li>▪ uses linking words to connect opinions and reasons</li> <li>▪ provides a concluding statement or section</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ attempts to introduce the topic or book being written about</li> <li>▪ has limited evidence of purposeful organization (ideas may be rambling and/or repetitive)</li> <li>▪ may use linking words</li> <li>▪ provides a sense of closure</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ identifies the topic or book being written about</li> <li>▪ has little or no evidence of purposeful organization</li> </ul>
<b>Language/ Conventions</b> 1 x ____ = ____	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a well-developed command of standard English conventions</li> <li>▪ has sentences that are skillfully constructed with appropriate variety in length and structure</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a command of standard English conventions; errors do not interfere with understanding</li> <li>▪ has sentences that are generally complete with sufficient variety in length and structure</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding</li> <li>▪ has some sentence formation errors and/or a lack of sentence variety</li> </ul>	The writing – <ul style="list-style-type: none"> <li>▪ demonstrates a weak command of standard English conventions; errors interfere with understanding</li> <li>▪ has frequent and severe sentence formation errors and/or a lack of sentence variety</li> </ul>