

## Second Grade Writing Proficiency Guide

Student Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topics for writing and expresses ideas with teacher.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, graphic organizers, etc.).</li> <li><input type="checkbox"/> Writing includes an opening phrase or sentence (Last weekend, did you know the sun is a huge ball of fire?).</li> <li><input type="checkbox"/> Begins to write in logical, sequential order.</li> <li><input type="checkbox"/> Begins to write complete sentences.</li> <li><input type="checkbox"/> Uses a variety of sentence structures and lengths.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information with teacher assistance.</li> <li><input type="checkbox"/> Writing includes some “good word choice” to create mind pictures (ex. muscular verbs, adjectives, adverbs, dialogue).</li> <li><input type="checkbox"/> Begins to use similes and/or metaphors with teacher assistance.</li> <li><input type="checkbox"/> Writing includes a sense of closure (It was fun!, I had a great time at the zoo.).</li> <li><input type="checkbox"/> Demonstrates some accurate use of beginning capitalization.</li> <li><input type="checkbox"/> Demonstrates some accurate use of closing punctuation.</li> <li><input type="checkbox"/> Writing some high frequency words correctly.</li> <li><input type="checkbox"/> Use phonetic and some transitional spelling.</li> <li><input type="checkbox"/> Uses resources to check writing (dictionary, checklist).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topics for writing using peer assistance or other resources.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers, etc.).</li> <li><input type="checkbox"/> Writing includes an opening with more than one sentence.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups.</li> <li><input type="checkbox"/> Writes complete sentences some of the time.</li> <li><input type="checkbox"/> Uses a variety of sentence structure and lengths.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information with peer assistance.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures with teacher assistance (ex. muscular verbs, adjectives, adverbs, dialogue).</li> <li><input type="checkbox"/> Uses similes and/or metaphors with some understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure (It was fun!, I had a great time at the zoo.).</li> <li><input type="checkbox"/> Demonstrates more accurate use of beginning capitalization.</li> <li><input type="checkbox"/> Demonstrates more accurate use of closing punctuation.</li> <li><input type="checkbox"/> Writes more high frequency words correctly.</li> <li><input type="checkbox"/> Uses phonetic and more transitional spelling.</li> <li><input type="checkbox"/> Uses resources to check their writing (dictionary, checklist).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topics for writing independently.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas, or graphic organizers).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses more complex sentence structures.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information with some independence.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures with some independence.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with more understanding of its usefulness.</li> <li><input type="checkbox"/> Writing includes a sense of closure.</li> <li><input type="checkbox"/> Demonstrates accurate use of capitalization most of the time at the beginning of sentences and proper nouns.</li> <li><input type="checkbox"/> Demonstrates accurate use of closing punctuation most of the time.</li> <li><input type="checkbox"/> Writes most high frequency words correctly.</li> <li><input type="checkbox"/> Uses transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check their writing (dictionary, checklist, and thesaurus).</li> </ul>

**The Purpose of a Writing Proficiency Guide and a Rubric**

	<b>Writing Proficiency Guide</b>	<b>Writing Rubric</b>
<b>Definition</b>	<p>A writing proficiency guide is a tool used to observe the writing behaviors for a variety of genres that students exhibit on a daily basis.</p> <p>The teacher uses the guide to plan and provide daily whole group, small group, and one-on-one lessons for writers.</p> <p>The guide assists teachers to recognize and understand the developmental changes that occur over time as the writer becomes more competent in a particular area. (Dorn 2001)</p>	<p>The rubric is a tool to assist teachers to score a single piece of writing for a specific genre. The end score can be used to report how students are performing on that single piece of writing.</p>
<b>The Purpose</b>	<ul style="list-style-type: none"> <li>• To observe students’ writing behaviors over the course of each trimester throughout the school year</li> <li>• To guide students’ writing development over time</li> <li>• To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing</li> </ul>	<ul style="list-style-type: none"> <li>• To score students’ writing skills on a single piece of writing in a particular genre</li> </ul>