

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

The Purpose of a Writing Proficiency Guide and a Rubric

	Writing Proficiency Guide	Writing Rubric
Definition	<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>
The Purpose	<ul style="list-style-type: none"> • To observe students’ writing behaviors over the course of each trimester throughout the school year • To guide students’ writing development over time • To develop mini-lessons based on the writing process, skills, strategies, and to communicate effectively through writing 	<ul style="list-style-type: none"> • To score students’ writing skills on a single piece of writing in a particular genre