

Informative/Explanatory Writing Rubric Grade 2

Score of 4 – Above Grade Level	Score of 3 – On Grade Level	Score of 2 – Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> ▪ Skillfully introduces the topic (3W2a) ▪ groups related information together (3W2a) ▪ uses linking words and phrases to connect ideas within categories of information (3W2c) ▪ skillfully provides a concluding statement or section (3W2d) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ introduces the topic (2W2) ▪ provides a concluding statement or section (2W2) 	<p>The writing –</p> <ul style="list-style-type: none"> • attempts to introduce the topic ▪ attempts to provide a concluding statement or section 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to introduce the topic ▪ makes little or no attempt to provide a concluding statement or section 	Organization/ Purpose 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ includes illustrations when useful to aiding comprehension (3W2a) ▪ develops topic with facts, definitions, and details (3W2b) ▪ uses information from experiences or print and digital sources (3W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ uses facts and definitions to develop points (2W2) ▪ uses information from experiences or provided sources (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to use facts and definitions to develop points ▪ attempts to use information from experiences or provided sources 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to use facts and definitions to develop points ▪ makes little or no attempt to use information from experiences or provided sources 	Evidence/ Elaboration 2 x ____ = ____
<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* ▪ has errors that do not interfere with understanding (3L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* ▪ has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> ▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions ▪ has errors that interfere with understanding 	Language/ Conventions 1 x ____ = ____

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

**CONVENTIONS CHART
GRADE 2**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil). (2L2d) Correctly spell words at grade level and below 	Capitalize (2L2a) <ul style="list-style-type: none"> holidays product names geographic names 	Use commas <ul style="list-style-type: none"> in greetings and closings of letters (2L2b) Use an apostrophe <ul style="list-style-type: none"> to form contractions in frequently occurring possessives (2L2c) 	Nouns: <ul style="list-style-type: none"> Use collective nouns (e.g., group). (2L1a) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) (2L1b) Verbs: <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) (2L1d) Adjectives: <ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified (2L1e) Pronouns: <ul style="list-style-type: none"> Use reflexive pronouns (e.g., myself, ourselves) (2L1c) 	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy) (2L1f)