**Second Grade Informational Writing Rubric**

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| **Standards** | **PROGRESSING/****PRACTICING WRITER****“I am striving to meet expectations.”****1** | **PROGRESSING** **WRITER****“I am working towards expectations!”****2** | **ACCOMPLISHING/****CAPABLE WRITER****“I am meeting expectations!”****3** | **CONFIDENT WRITER****“I am exceeding expectations!”****4** | **points** |
| **IDEA DEVELOPMENT**ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | I NEED:* A focus/topic sentence
* Details
* An ending

**OVERALL SCORE OF (2)** | I HAVE:* A focus/topic sentence
* Listed my details, but need to explain them
* Unclear or confusing ending

**OVERALL SCORE OF (4)** | I HAVE:* Used more than one sentence to introduce my topic.
* Details with some facts and/or definitions; some are explained
* Ending that restates the focus

**OVERALL SCORE OF (6)** | I HAVE:* Used more than one sentence to introduce my topic and have a creative lead
* Details with facts and definitions; all details are explained
* A developed ending that summarizes the focus

**OVERALL SCORE OF (8)** |  |
| **ORGANIZATION**ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | * An organizational pattern: introduction, body, conclusion
* To arrange ideas in a meaningful order
* Evidence of transition

**OVERALL SCORE OF (1)** | * Some evidence organizational pattern: introduction, body, conclusion
* Started to arrange ideas in a meaningful order
* Few/repeated transitions

**OVERALL SCORE OF (2)** | * A logical organizational pattern: introduction, body, conclusion
* Generally grouped ideas together in a meaningful order
* Genre specific transitions

**OVERALL SCORE OF (3)** | * A logical organizational pattern that includes organization within the introduction, body, conclusion

 * Related ideas are consistently grouped together in a meaningful order
* Varied and genre specific transitions

**OVERALL SCORE OF (4)** |  |
| **STYLE/VOICE**ELACC2W2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | * To show evidence of audience awareness
* Writer’s Voice
* Evidence of interesting word choice

**OVERALL SCORE OF (1)** | * Some evidence of audience awareness
* Begun to show my writer’s voice
* Simple or repetitive word choice

**OVERALL SCORE OF (2)** | * Captured the audience
* Use my writer’s voice in several places
* A mixture of simple and interesting word choice (descriptive language, sensory details, strong verbs)

**OVERALL SCORE OF (3)** | * Engaged the audience throughout

 * Clearly used my writer’s voice to connect with the reader throughout my piece
* A consistent and varied use of interesting word choice (descriptive language, sensory details, strong verbs)

**OVERALL SCORE OF (4)** |  |
| **Conventions (from the back)** | **Total points (from the front & back)** |

**Second Grade Conventions Rubric 2014-15**

Use this part of the rubric to determine **one score** for conventions. SCORE:\_\_\_\_\_\_\_\_

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| **ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. |
|  | **1** | **2** | **3** | **4** |
| Handwriting |
| I print uppercase and lowercase letters correctly. | rarely | less than half the time | more than half the time | almost always |
| Sentence Formations (not punctuation) |
| I can write complete simple **statements.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **questions.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **exclamations or commands.** | rarely | less than half the time | more than half the time | almost always |
| Using different types of words |
| I can use nouns correctly.common/proper possessivesingular/plural collective | rarely | less than half the time | more than half the time | almost always |
| I can use pronouns correctly.personal, possessive, and reflexive | rarely | less than half the time | more than half the time | almost always |
| I have used adjectives and/or adverbs as describing words. | rarely | less than half the time | more than half the time | almost always |
| I can use past, present, and future tense verbs correctly (regular and irregular). | rarely | less than half the time | more than half the time | almost always |

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| **ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** |
|  | **1** | **2** | **3** | **4** |
| Capitalization |
| I capitalize the first letter of a sentence. | rarely | less than half the time | more than half the time | almost always |
| I capitalize people’s names, geographic places, products, dates and holidays. | rarely | less than half the time | more than half the time | almost always |
| Punctuation |
| I use correct end punctuation on my sentences. | rarely | less than half the time | more than half the time | almost always |
| I use commas correctly. date separate items in a series/listin a letter | rarely | less than half the time | more than half the time | almost always |
| Spelling: I can spell words correctly. |
| **1** | **2** | **3** | **4** |
| * Frequent errors in simple words that interfere with understanding meaning.
* Most errors do not draw on knowledge of sound-letter relationships.
 | * Some (about ½) simple words spelled correctly.
* Some errors interfere with understanding the meaning.
* Some errors in words with 2nd grade spelling patterns.
* Some errors draw on knowledge of sound-letter relationship.
 | * Most simple words spelled correctly.
* Most errors do not interfere with understanding the meaning.
* Most words with 2nd grade spelling patterns are spelled correctly.
* Most errors draw on knowledge of sound-letter relationship.
 | * Majority of words are spelled correctly.
* Few spelling errors, none interfere with understanding the meaning.
* Almost all words with 2nd grade spelling patterns are spelled correctly.
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