**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 possessive  singular/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/list  in 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. | |