Grade 2 Informative/Explanatory Text-Based Rubric

Writing 2.2: *Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.*

	Exemplary Performance (4)	Meeting Expectations (3)	Needs Improvement (2)	Needs Attention (1)
Introduction and Development				
Topic: The writer introduces and examines a topic (who, what, when, where, and why) (providing a general observation and focus) to convey ideas and information (W 2.2) (RIT 2.1)	• Responds to all parts of the prompt while explicitly referring to the text as related to the prompt. • Demonstrates a strong understanding of topic/texts(s)	• Responds to all parts of the prompt. • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt. • Demonstrates an incomplete understanding of topic/text(s)	• Responds to some or no parts of the prompt. • Does not demonstrate an understanding of topic/text(s)
Evidence: The writer develops the topic with facts (and definitions to develop points in gr. 2) (W 2.2)	• Develops the topic skillfully with facts, supporting details and/or definitions	• Develops the topic with facts, supporting details and/or definitions	• Develops the topic with incomplete facts, supporting details and/or definitions	• Uses few to no facts, supporting details, and/or definitions
Coherence and Organization				
Organization: The writer has a clear beginning, middle and end (W.2.2)	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions grouped by related information, and concluding sentence • Uses effective linking and temporal words to connect ideas and/or signal event order.	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions, and concluding sentence • Uses effective linking and temporal words to connect ideas and/or signal event order (e.g., also, another, in addition, however)	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion, unclear topic development, incomplete sentences) • Attempts to use some simplistic linking or temporal words to connect ideas and/or signal event order (e.g., and, but)	• Organizes ideas and information with no paragraph structure. • Uses no linking or temporal words.
Conclusion: The writer provides a concluding statement or section. (W.2.2)	• Provides a clear, concise, concluding statement or section that rephrases main idea.	• Provides a concluding statement or section.	• Provides an unclear or incomplete concluding statement or section.	• Does not provide a concluding statement or section.
Clarity and Conventions				
Grammar: The writer demonstrates command of standard English grammar and usage (L.2.1)	• Uses verb tenses and plural nouns correctly, including irregular forms. • Produces correct simple, compound, and complex sentences.	• Uses verb tenses and plural nouns correctly, including some irregular forms. (e.g., is/was; child/children) • Produces correct simple and compound sentences.	• Uses some regular verb tense and common plural nouns correctly. • Produces mostly correct and complete sentences.	• Uses verb tenses and plural nouns incorrectly. • Produces mostly incorrect sentences. (e.g., incomplete or run on sentences).
Mechanics: The writer demonstrates command of the conventions of capitalization, punctuation, and spelling (L.2.2)	• Capitalizes correctly and consistently with no errors: first word in the sentence, proper nouns, titles and headings. • Uses commas, apostrophes, and end punctuation correctly, all the time. • Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors.	• Capitalizes correctly and consistently with minor errors: first word in the sentence, proper nouns and titles, "I". • Uses commas, apostrophes, and end punctuation correctly, most of the time. • Applies grade-level spelling rules and patterns correctly; few to no errors.	• Capitalizes correctly and consistently with some errors. • Uses commas, apostrophes, and end punctuation correctly some of the time. • Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability.	• Capitalizes incorrectly with many errors. • Uses commas, apostrophes, and end punctuation incorrectly or not at all. • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability.