

Grade 2: Informative/Explanatory Writing Rubric *DRAFT*

Writes informative/explanatory texts to examine a topic and convey ideas and information clearly.

	4 - Exceeds	3 - Proficient	2 - Approaching	1 - Beginning
Understanding	Demonstrates a deep understanding of content	Shows a solid understanding of content	Demonstrates a limited understanding of content	Does not demonstrate understanding, or shows a misunderstanding, of content
Organization/ Purpose	Introduces the topic clearly Focus is insightful Effective or engaging conclusion	Introduces the topic Focus is clear and maintained Provides a concluding statement or section	Introduction is off-topic Focus is stated but insufficiently maintained Conclusion is confusing or off-topic	Introduction is missing Focus is confusing or ambiguous Piece ends abruptly.
Evidence/ Elaboration	Well-chosen evidence develops the topic	Uses facts and definitions to develop points	Topic is insufficiently developed; facts and details used may be repetitive or vague	Facts and details are minimal, irrelevant, absent, in error or incorrectly used
	Correctly uses academic and domain-specific vocabulary words	Uses words and phrases acquired through conversations, reading and being read to, and responding to text	Uses a basic vocabulary	Vocabulary is limited or repetitive
Conventions*	Few, if any, errors in usage and sentence formation Effective and consistent use of grade appropriate punctuation, capitalization, and spelling	Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed Adequate use of grade appropriate punctuation, capitalization, and spelling	Frequent errors in usage may obscure meaning Inconsistent use of grade appropriate punctuation, capitalization, and spelling	Errors in usage and/or punctuation, capitalization, and spelling are frequent and severe, and meaning is often obscured

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*

--	--	--	--	--

*Note: Descriptors in **bold** are taken directly from the CCSS for this grade level. Some of the language used in this rubric has been adapted from the SBAC and PAARC rubrics.*