# Informational or Explanatory Text-Based Writing Rubric

# Grade 2

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| --- | --- | --- | --- | --- |
|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| Reading/ Research | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the provided resources with accuracy |
| Development | The writing –   * addresses all aspects of the writing task with a tightly focused and detailed response * effectively develops points using relevant and sufficient facts and definitions * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with a focused response * develops points using relevant and sufficient facts and definitions * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * addresses the writing task with an inconsistent focus * inconsistently develops points using relevant and sufficient facts and definitions * demonstrates limited use of writing process (using technology if possible) ∆ | The writing –   * attempts to address the writing task but lacks focus * develops points using irrelevant and/or insufficient facts and definitions * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * effectively introduces the topic * has evidence of purposeful organization that supports the writing task * provides an effective concluding statement or section | The writing –   * introduces the topic * has evidence of purposeful organization * provides a concluding statement or section | The writing –   * may introduce the topic * has limited evidence of purposeful organization (ideas may be rambling and/or repetitive) * provides a sense of closure | The writing –   * identifies the topic * has little or no evidence of purposeful organization |
| Language/ Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * has sentences that are skillfully constructed with appropriate variety in length and structure | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * has sentences that are generally complete with sufficient variety in length and structure | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * has some sentence formation errors and/or a lack of sentence variety | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * has frequent and severe sentence formation errors and/or a lack of sentence variety |

∆ Added by NCSD#1 September 2012

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