

**Second Grade Information Writing Rubric**

<b>*See Note Below*</b>	<b>Kindergarten 1 Pt=Below</b>	<b>1.5 Pts= Below</b>	<b>Grade 1 2 Pts=Basic</b>	<b>2.5 Pts = Basic</b>	<b>Grade 2 3 Pts= Meets</b>	<b>3.5 Pts = Excels</b>	<b>Grade 3 4 Pts = Excels</b>	<b>Score</b>
<b>Structure</b>								
<b>Overall</b>	Told, drew, and wrote about a topic.	<b>Mid-Level</b>	Taught readers about a topic	<b>Mid-level</b>	Taught readers some important points about a subject.	<b>Mid-level</b>	Taught readers information about a subject. Put in ideas, observations, and questions.	
<b>Lead</b>	Told what his/her topic was.	<b>Mid-level</b>	Names his/her topic in the beginning and got readers' attention.	<b>Mid-level</b>	Wrote a beginning in which he/she named a subject and tried to interest readers.	<b>Mid-level</b>	Wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.	
<b>Transitions</b>	Put different things he/she knew about the topic on pages.	<b>Mid-level</b>	Told different parts about topic on different pages.	<b>Mid-level</b>	Used words such as <i>and</i> and <i>also</i> to show he/she had more to say.	<b>Mid-level</b>	Used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> and <i>later</i> . Also used words to show what did not fit such as <i>however</i> and <i>but</i> .	
<b>Ending</b>	Had a last part of page.	<b>Mid-level</b>	Wrote an ending	<b>Mid-level</b>	Wrote some sentences or a section at the end to wrap up piece.	<b>Mid-level</b>	Wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
<b>Organization</b>	Told, drew and wrote information across pages.	<b>Mid-level</b>	Told about his/her topic part by part.	<b>Mid-level</b>	Writing had different parts. Each part told different information about the topic.	<b>Mid-level</b>	Grouped his/her information into parts. Each part was mostly about one thing that connected to big topic.	
<b>Development</b>								
<b>Elaboration</b>	Drew and wrote some important things about the topic	<b>Mid-level</b>	Put facts in writing to teach about the topic.	<b>Mid-level</b>	Used different kinds of information in writing such as facts, definitions, details, steps and tips.	<b>Mid-level</b>	Wrote facts, definitions, details and observations about the topic and explained some of them.	X2
<b>Craft</b>	Told, drew, and wrote some details about the topic.	<b>Mid-level</b>	Used labels and words to give facts.	<b>Mid-level</b>	Tried to include the words that showed he/she was an expert on the subject.	<b>Mid-level</b>	Chose expert words to teach readers a lot about the subject. Taught information in a way to interest readers. May have used drawings, captions or diagrams.	X2
<b>Language Conventions</b>								
<b>Spelling</b>	Could read his/her writing. Wrote a letter for sounds heard, used the word wall to help him/her spell.	<b>Mid-level</b>	Used all he/she knew about words and chunks of words ( <i>at,op,it,etc.</i> ) to help spell-Spelled all the grade appropriate words correctly and used the word wall	<b>Mid-level</b>	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words—Spelled all the grade appropriate words correctly and used the word wall	<b>Mid-level</b>	Used what he/she knew about spelling patterns to help him/her spell and edit before writing final draft. Got help from others to check spelling and punctuation before writing final draft.	
<b>Punctuation</b>	Put spaces between words- Mostly used lowercase letters unless capitals were needed- Started most sentences with a capital letter	<b>Mid-level</b>	Ended sentences with punctuation- Used a capital letter for names- Used commas in dates and lists	<b>Mid-level</b>	Used quotation marks to show what characters said— Used apostrophes in words such as <u>can't</u> and <u>don't</u>	<b>Mid-level</b>	Punctuated dialogue correctly with commas and quotation marks— Punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another	
<b>*Note: If a student does not have the skill(s) listed as a '1', give the student '0'</b>								<b>Total Points</b>

**Report Scale Score Online**

<b>Number of Points</b>	<b>Scaled Score</b>	<b>Status</b>
0	0	Refuses to Write
1-11	1	Below
11.5 – 16.5	1.5	Below
17- - 22	2	Basic
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels