

**Informational/Explanatory Standards-Referenced Rubric
GRADE 2**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
Organization and Content 2.W.2	<p>The writing demonstrates a clear topic sentence.</p> <p>The writing develops the topic with three facts, definitions and or details that support the topic and groups related information (details) together.</p> <p>The writing has a concluding statement or section that emphasizes the most important points.</p>	<p>The writing has a topic sentence.</p> <p>The writing uses three relevant facts and/or definitions to develop points/topic.</p> <p>The writing provides a concluding statement that is related to the topic and emphasizes the most important points.</p>	<p>The writing attempts to introduce a topic.</p> <p>The writing uses less than three relevant facts and/or definitions to develop points/topic.</p> <p>The writing attempts a concluding statement that is related to the topic.</p>	<p>The writing lacks a topic.</p> <p>The writing uses irrelevant facts and/or definitions that do not develop points/topic; no facts and/or definitions are present.</p> <p>The writing does not attempt a concluding statement that is related to the topic.</p>
Language, Structure and Style 2.L.1 a, b, c, d, e 2.L.1f	<p>The writing skillfully uses nouns, pronouns, verbs, adjectives and adverbs appropriate to function and purpose to enhance the meaning.</p> <p>The writing demonstrates a variety of simple, compound and/or complex sentences to enhance the meaning.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and compound sentences and errors do not interfere with meaning.</p>	<p>The writing attempts to use nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and/or compound sentences and errors may interfere with meaning.</p>	<p>The writing uses limited nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple sentences and errors interfere with meaning.</p>

<p>Conventions 2.L.2a</p>	<p>The writing demonstrates correct capitalization with proper nouns, the <u>first word in a sentence</u> and titles; minor errors do not interfere with readability.</p>	<p>The writing demonstrates correct capitalization with proper nouns and <u>the first word in a sentence</u>; minor errors do not interfere with readability.</p>	<p>The writing demonstrates correct capitalization and errors may interfere with readability.</p>	<p>The writing demonstrates incorrect capitalization and errors interfere with readability.</p>
<p>2.L.2b,c</p>	<p>The writing uses commas correctly (i.e. dates, lists, quotations) and minor errors do not interfere with readability.</p>	<p>The writing uses commas, apostrophes, and end punctuation correctly most of the time.</p>	<p>The writing uses commas, apostrophes, and end punctuation correctly some of the time.</p>	<p>The writing uses commas, apostrophes, and end punctuation incorrectly or not at all.</p>
<p>2.L.2e,f</p>	<p>The spelling is correct and does not detract from the readability of the writing; demonstrates above grade level spelling.</p>	<p>The grade level spelling is generally correct and does not detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>

- *An underlined phrase is not explicit in the Language Standard, but thought to be important by the committee.*