

## Informative Writing Rubric - Grade 2 – Oak Grove Primary

**Directions:** For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

		Writing Craft						
		<input type="checkbox"/> Secure = 6-8 points	<input type="checkbox"/> Developing = 4-5 points	<input type="checkbox"/> Beginning = 2-3 points				
Organization/Focus	<b>4</b>	<b>3</b>		<b>2</b>	<b>1</b>			
	Piece has an <u>effective complete structure</u> , is <u>fully sustained and focused</u> . Below are the descriptors:		Piece <u>has a structure</u> , may contain minor flaws, but piece is <u>coherent</u> , and is <u>generally focused</u> . Below are the descriptors:		Piece has <u>inconsistent structure</u> , with some flaws. May have some <u>loosely connected ideas and minor drifts in focus</u> . Below are the descriptors:		Piece has <u>little or no organizational structure</u> . May be <u>related to the topic but has little or no focus</u> . Below are the descriptors:	
	<input type="checkbox"/> Effective introduction of the topic using complete sentences.		<input type="checkbox"/> Adequate introduction of the topic using complete sentences.		<input type="checkbox"/> Minimal introduction of the topic.		<input type="checkbox"/> Unclear or missing introduction of the topic.	
	<input type="checkbox"/> Effective grouping of information into paragraphs with one clear main idea per paragraph. No off topic info in any paragraphs.		<input type="checkbox"/> Adequate grouping of information into paragraphs with one idea per paragraph. One paragraph may contain off-topic information.		<input type="checkbox"/> Attempted grouping of information into paragraphs, but two or more paragraphs may contain off topic information.		<input type="checkbox"/> Disorganized grouping of information into paragraphs, or a lack of grouping info into paragraphs.	
	<i><b>SCORING NOTE:</b> Topic sentences in paragraphs are not required grade level expectations until grade 4. Do not count off if a student is missing topic sentences.</i>							
	<input type="checkbox"/> Piece provides a strong sense of closure.		<input type="checkbox"/> Piece provides a sense of closure.		<input type="checkbox"/> Piece has a weak closure.		<input type="checkbox"/> Missing a sense of closure.	
<input type="checkbox"/> Effective use of linking/transition words to signal order or link ideas.		<input type="checkbox"/> Adequate use of linking/transition words to signal order or link ideas.		<input type="checkbox"/> Uneven [long stretches without] use or little variety of linking/transition words to signal order or link ideas.		<input type="checkbox"/> Few or no appropriate uses of linking/transition words to signal order or link ideas.		
Development/Support	<b>4</b>	<b>3</b>		<b>2</b>	<b>1</b>			
	The piece provides <u>thorough, effective elaboration of the topic and effectively develops ideas</u> , using <u>precise language</u> . Below are the descriptors:		The piece provides <u>adequate elaboration of the topic and adequately develops ideas with a mix of precise and more general language</u> . Below are the descriptors:		The informative piece provides <u>uneven or brief elaboration of the topic, &amp; develops ideas unevenly, using simplistic language</u> . Below are the descriptors:		The informative piece provides <u>minimal elaboration of the topic, is vague, lacks clarity, or is confusing</u> . Below are the descriptors:	
	<input type="checkbox"/> Effective use of facts and definitions to develop points when generating paragraphs. All or almost all information is stated in student's own words.		<input type="checkbox"/> Adequate use of facts and definitions to develop points when generating paragraphs. Most information is stated in the student's own words.		<input type="checkbox"/> Minimal use of facts and definitions to develop points &/or little information is stated in the student's own words.		<input type="checkbox"/> Few or no use of facts and definitions to develop points &/or the student copied almost all information directly from the text.	
<input type="checkbox"/> Effectively uses specific words that are related to the topic and audience.		<input type="checkbox"/> Adequate use of specific words that are related to the topic & audience.		<input type="checkbox"/> Weak or minimal use of specific words that are related to the topic & audience		<input type="checkbox"/> Little or no use of specific words that are related to the topic and audience.		

	<input type="checkbox"/> Secure		<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning
	4	3	2	1
	Effective command of conventions.	Adequate command of conventions.	Partial command of conventions.	Poor command of conventions.
	Uses correct conventions 90-100% of the time.	Uses correct conventions 80-89% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.
<b>Conventions/Skills</b>	<p><u>K-2<sup>nd</sup> Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible.</li> <li><input type="checkbox"/> Spacing within &amp; between words is correct.</li> <li><input type="checkbox"/> Sentences are complete &amp; make sense.</li> <li><input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people, days of the week, months of the year, holidays, &amp; abbreviated titles of people (Mr. Mrs. Dr.).</li> <li><input type="checkbox"/> Correct punctuation at the ends of sentences.</li> <li><input type="checkbox"/> Correct spelling of high-frequency words taught to this point (“Word Wall” Words + 2<sup>nd</sup> Grade High-Frequency words).</li> <li><input type="checkbox"/> Mix of phonetic (sounds recorded in order) and transitional (vowel in every syllable &amp; helper vowels to make long vowels long) spelling on unknown words.</li> <li><input type="checkbox"/> Correct use of quotation marks when dialogue is present. (Note: commas in dialogue may be incorrect.)</li> <li><input type="checkbox"/> Correct use of subject/verb agreement. (She has some dogs. We have one dog.)</li> <li><input type="checkbox"/> Correct use of commas to separate words in a list.</li> <li><input type="checkbox"/> Correct use of apostrophes in basic contractions (if present).</li> <li><input type="checkbox"/> Correct use of nouns, pronouns.</li> <li><input type="checkbox"/> Correct use of –s or –es plural endings &amp; irregular plurals (man/men).</li> <li><input type="checkbox"/> Correct use of past, present, and future tense verbs.</li> </ul>			

## Source-Based Anchor Examples for Informational (Report) Writing

Secure		Developing	Beginning
<p>4</p> <p>Piece has an <u>effective complete structure</u>, is <u>fully sustained</u> and <u>focused</u>. Below are the descriptors:</p>	<p>3</p> <p>Piece <u>has a structure</u>, may contain minor flaws, but piece is <u>coherent</u>, and is <u>generally focused</u>. Below are the descriptors:</p>	<p>2</p> <p>Piece has <u>inconsistent structure</u>, with some flaws. May have some <u>loosely connected ideas</u> and <u>minor drifts in focus</u>. Below are the descriptors:</p>	<p>1</p> <p>Piece has <u>little or no organizational structure</u>. May be <u>related to the topic but has little or no focus</u>. Below are the descriptors:</p>
<p>4</p> <p>The piece provides <u>thorough, effective elaboration of the topic</u> and <u>effectively develops ideas</u>, using <u>precise language</u>. Below are the descriptors:</p>	<p>3</p> <p>The piece provides <u>adequate elaboration of the topic</u> and <u>adequately develops ideas</u> with <u>a mix of precise and more general language</u>. Below are the descriptors:</p>	<p>2</p> <p>The piece provides <u>uneven, or brief elaboration of the topic, and develops ideas unevenly, using simplistic language</u>. Below are the descriptors:</p>	<p>1</p> <p>The informative piece provides <u>minimal elaboration of the topic</u>, is <u>vague, lacks clarity</u>, or is <u>confusing</u>. Below are the descriptors:</p>
<p>The Iroquois were an Indian people that lived in the woodlands in the northeast. They were a very cooperative people, which means they worked and played together like a team. Read on to learn more about these fascinating people.</p> <p>The men in the Iroquois tribes had special jobs in the tribe. They had to get the fields ready for the women to plant. The Iroquois men also had to work together to find food for the tribe by hunting. The men shot deer and elk for the tribe to eat. In addition to all of that, the men had to build and repair the longhouses which were houses up to 200 feet long that everyone in the tribe lived in together.</p> <p>Iroquois women had many jobs to help their tribe too. The women were responsible for planting and harvesting fruits and vegetables from the fields. After everything had been harvested, the women would have to cook the food for everyone. They even made clay pots to cook the food in! All the Iroquois people shared their food and ate together.</p> <p>Even the children of the Iroquois people helped the tribe. They only played games a little bit of the time because they had so many chores. The girls helped their mothers make pots, and grow and harvest the vegetables. The boys helped their fathers.</p> <p>Working together to help one another was important to the Iroquois. They taught us many lessons about teamwork.</p>	<p>The Iroquois were an Indian tribe. They lived in the northeast and they liked to work together.</p> <p>The men in the tribe had special jobs. They got the fields ready to plant. Men also hunted to find food for the tribe. They hunted deer and elk. Also, the men built longhouses. A longhouse is a house about 250 feet long where all the families lived.</p> <p>The women in the tribe had to plant and harvest fruits and vegetables for the tribe. They also made clay pots to cook the food in. They worked very hard too.</p> <p>Kids worked and played in the tribe. The girls helped their moms with the food and the cooking while the boys helped their fathers. The women were in charge. Sometimes kids could play games, but they had a lot of chores to do.</p> <p>The Iroquois were a hard-working people that helped one another.</p>	<p>The Iroquois are Indians.</p> <p>The men in the tribe got the fields ready. They hunted deer. They also built houses for everyone to live in.</p> <p>The women planted food. They also cooked the food and made pots.</p> <p>The kids helped their parents. Everyone lived in the longhouses together. Kids liked playing games.</p> <p>That is all about the Iroquois. You can read more about them.</p>	<p>Iroquois Indians are cool.</p> <p>The men did the hunting and building. Women helped too. They planted food and cooked food. Kids helped their parents.</p> <p>Longhouses were where everyone lived. Men built longhouses. Men went to war too.</p> <p>Men wore a Mohawk. They were warriors.</p> <p>Iroquois are cool.</p>

## More Source-Based Anchor examples for Informational Writing

Secure		Developing	Beginning
4	3	2	1
4	3	2	1
4	3	2	1
<p>What is a spider? Spiders are very interesting creatures. They are arachnids, which means they have two body parts and eight legs. There is a lot to learn about spiders!</p> <p>Spiders have many senses. Senses are seeing, hearing, tasting, smelling and touching. Most spiders have four pairs of eyes, which means they have eight eyes! But they still don't see that well. Also, spiders have no noses or ears. Since they don't have ears, they smell through holes in their legs.</p> <p>Another interesting fact about spiders is that they can spin silk. The silk is superstrong. Spiders use this strong silk to spin webs. They use the webs to catch and eat other insects. Sometimes they wrap the bugs in silk to snack on later.</p> <p>Did you know there are many different kinds of spiders? Scientists think there are about fifty thousand spiders in the world. That's a lot of spiders! Most spiders are small as a pinhead, but some can be as big as a dinner plate.</p> <p>Spiders are all around us. Next time you see a spider, try looking more closely instead of running away!</p>	<p>Spiders are interesting. They are arachnids. Arachnids have two body parts and eight legs.</p> <p>Did you know spiders have senses? Most have eight eyes, but they don't see very well. Spiders do not have noses or ears. That's why they smell with their legs. Spiders can be scary or nice.</p> <p>Did you know spiders spin silk? They build webs with the silk to trap their food. Some spiders wrap up their food to eat later.</p> <p>There are thousands of spiders. Some are really small and some are really large. They can eat birds. They can also eat things that are small. Spiders eat other spiders.</p> <p>Spiders are really interesting creatures.</p>	<p>Spiders are very cool.</p> <p>Spiders use their eyes and legs to find their food. They spin webs. And they wrap their food up. They save the food they wrap up to eat later.</p> <p>Spiders are big and small. Spiders can bite. And they run all over the place.</p> <p>Spiders carry their babies on their backs. They lay eggs. They eat other bugs. They can be poison. There are lots of spiders.</p> <p>You have learned about spiders.</p>	<p>I like spiders.</p> <p>Spiders are scary. They have legs. They have eyes.</p> <p>Spiders like to get on their webs. They like webs. They run and jump. They bite. They can bite people. They bite animals.</p> <p>Spiders are a lot of places. Spiders are hairy. They look scary. They live in the desert. You have to watch out for spiders.</p>