2nd Grade Informational/Expository Instructional Analytic Writing Rubric

Name _____   **Date** _____   **Mode**_____

Informational: increases readers' knowledge of a subject, help reader better understand a procedure or process, or to provide readers with an enhanced comprehension of a concept.

	Meets Standards			Approaching Standards			Developing			Emergent		
Content/Ideas	▪ Introduces topic ▪ Supports topic with mostly accurate and relevant facts ▪ Definitions and details develop the topic ▪ Generally grade appropriate domain specific vocabulary			▪ Supports topic with some "facts" the writer believes to be true ▪ Contains some definitions and details ▪ May contain some extraneous facts/information			▪ Minimal focus on the task and/or too broad a purpose ▪ Contains simple "facts" the writer believes to be true ▪ Few grade appropriate domain specific vocabulary that could have misconceptions			▪ Unreadable ▪ Undeveloped task ▪ Focus may wander ▪ May be list like ▪ Little or no supporting facts, definitions, or details ▪ Basic vocabulary, little or no grade appropriate domain specific vocabulary		
	H (24)	M (22)	L (20)	H (18)	M (16)	L (14)	H (12)	M (10)	L (8)	H (6)	M (4)	L (2)
Organization	▪ Text Structure(s): Description, sequence, compare & contrast, cause & effect, and/or problem & solution ▪ Organizes ideas using various (at least three) text features (such as table of contents, headings, diagrams, captions, bold print, labels, etc.) ▪ Concluding statement or section ▪ Linking words and/or phrases connect the ideas ▪ Use spaces, lines or separate pages between categories			▪ Text structure is loosely organized and may not flow in sequence ▪ Organizes ideas using at least two text features (such as table of contents, headings, diagrams [words or drawings], caption, bold print, labels, etc.) ▪ Linking words and/or phrases are sometimes used to connect the ideas ▪ Attempt at closure ▪ Beginning to use spaces, lines, or separate pages between categories						▪ Incorrect Text Type (narrative or opinion) ▪ Unreadable ▪ Shows little direction and vocabulary ▪ Sentence structures are limited ▪ Sentences lack relation to one another in an organized way		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Style/ Voice	Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.			Not assessed for this grade level and text type.		
Conventions: See grade level CCSS Grade Level Standards Pg. 26	▪ Well controlled grade appropriate language ▪ Demonstrates command of Standard English (See Common Core State Language Standards) ▪ Uses information from experiences and/or other sources when applicable			▪ High frequency words used are spelled correctly ▪ Well controlled grade appropriate language; may have occasional lapses in writing conventions ▪ Use of conventional spelling and spelling patterns with occasional lapses ▪ Demonstrates command of Standard English with occasional lapses (See Common Core State Language Standards)			▪ Inconsistent spelling of high frequency words ▪ Basic capitalization and punctuation generally correct ▪ Understanding of basic grammar rules			▪ Few grade level high frequency words spelled correctly ▪ No capitalization/incorrect capitalization ▪ No punctuation/incorrect punctuation ▪ Surface errors may make understanding difficult		
	H (12)	M (11)	L (10)	H (9)	M (8)	L (7)	H (6)	M (5)	L (4)	H (3)	M (2)	L (1)
Holistic	48 47 46 45	44 43 42 41	40 39 38 37	36 35 34 33	32 31 30 29	28 27 26 25	24 23 22 21	20 19 18 17	16 15 14 13	12 11 10 9	8 7 6	5 4