

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Rubric for Information Writing—Second Grade

	<b>Kindergarten</b> (1 POINT)	1.5 PTS	<b>Grade 1</b> (2 POINTS)	2.5 PTS	<b>Grade 2</b> (3 POINTS)	3.5 PTS	<b>Grade 3</b> (4 POINTS)	SCORE
<b>STRUCTURE</b>								
<b>Overall</b>	The writer told, drew, and wrote about a topic.	Mid-level	The writer taught his readers about a topic.	Mid-level	The writer taught readers some important points about a subject.	Mid-level	The writer taught readers information about a subject. He put in ideas, observations, and questions.	
<b>Lead</b>	The writer told what his topic was.	Mid-level	The writer named her topic in the beginning and got the readers' attention.	Mid-level	The writer wrote a beginning in which he named a subject and tried to interest readers.	Mid-level	The writer wrote a beginning in which she got readers ready to learn a lot of information about the subject.	
<b>Transitions</b>	The writer put different things she knew about the topic on her pages.	Mid-level	The writer told different parts about his topic on different pages.	Mid-level	The writer used words such as <i>and</i> and <i>also</i> to show she had more to say.	Mid-level	The writer used words to show sequence such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> . He also used words to show what did not fit such as <i>however</i> and <i>but</i> .	
<b>Ending</b>	The writer had a last part or page.	Mid-level	The writer wrote an ending.	Mid-level	The writer wrote some sentences or a section at the end to wrap up his piece.	Mid-level	The writer wrote an ending that drew conclusions, asked questions, or suggested ways readers might respond.	
<b>Organization</b>	The writer told, drew and wrote information across pages.	Mid-level	The writer told about his topic part by part.	Mid-level	The writer's writing had different parts. Each part told different information about the topic.	Mid-level	The writer grouped his information into parts. Each part was mostly about one thing that connected to his big topic.	
								TOTAL

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<b>DEVELOPMENT</b>								
<b>Elaboration*</b>	The writer drew and wrote some important things about the topic.	Mid-level	The writer put facts in her writing to teach about her topic.	Mid-level	The writer used different kinds of information in his writing such as facts, definitions, details, steps, and tips.	Mid-level	The writer wrote facts, definitions, details, and observations about her topic and explained some of them.	(X2)
<b>Craft*</b>	The writer told, drew, and wrote some details about the topic.	Mid-level	The writer used labels and words to give facts.	Mid-level	The writer tried to include the words that showed she was an expert on the subject.	Mid-level	The writer chose expert words to teach readers a lot about the subject. He taught information in a way to interest readers. He may have used drawings, captions, or diagrams.	(X2)
								TOTAL
<b>LANGUAGE CONVENTIONS</b>								
<b>Spelling</b>	The writer could read his writing. The writer wrote a letter for the sounds he heard. The writer used the word wall to help her spell.	Mid-level	The writer used all she knew about words and chunks ( <i>at, op, it, etc.</i> ) to help her spell. The writer spelled the word wall words right and used the word wall to help her spell other words.	Mid-level	The writer used what he knew about spelling patterns ( <i>tion, er, ly, etc.</i> ) to spell a word. The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

\* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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<b>LANGUAGE CONVENTIONS (cont.)</b>								
<b>Punctuation</b>	The writer wrote spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as <i>can't</i> and <i>don't</i> , she put in the apostrophe.	Mid-level	The writer punctuated dialogue correctly, with commas and quotation marks. The writer put punctuation at the end of every sentence while writing. The writer 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.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

### Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (2, 3, 4, 5, 6, 7, or 8 instead of 1, 1.5, 2, 2.5, 3, 3.5, or 4).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: \_\_\_\_\_

Number of Points	Scaled Score
1–11	1
11.5–16.5	1.5
17–22	2
22.5–27.5	2.5
28–33	3
33.5–38.5	3.5
39–44	4