

Prairie-Hills District 144 – Informational/Explanatory Text-Based Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Information CCSS*: ➤ W - 2	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/texts(s) 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s) 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not demonstrate understanding of topic/text
Organization CCSS: ➤ W – 2 ➤ W – 4	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions grouped by related information, and concluding sentence • Uses effective linking words and phrases to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions, and concluding sentence • Uses effective linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Attempts to use some simplistic linking words to connect ideas 	<ul style="list-style-type: none"> • Organizes with no evidence of paragraph structure • Uses no linking words
Support/ Evidence CCSS: ➤ RIT – 1 ➤ W – 2	<ul style="list-style-type: none"> • Develops the topic skillfully with facts, definitions, and details 	<ul style="list-style-type: none"> • Develops the topic with facts and definitions 	<ul style="list-style-type: none"> • Develops the topic with limited facts and definitions 	<ul style="list-style-type: none"> • Uses few to no facts or definitions
Language- Conventions of Grammar and Usage CCSS: ➤ L – 1e ➤ L – 1g	<ul style="list-style-type: none"> • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences 	<ul style="list-style-type: none"> • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences 	<ul style="list-style-type: none"> • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences 	<ul style="list-style-type: none"> • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➤ L – 2	<ul style="list-style-type: none"> • Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors 	<ul style="list-style-type: none"> • Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors 	<ul style="list-style-type: none"> • Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability 	<ul style="list-style-type: none"> • Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “RIT” = Reading – Informational Text; “L”= Language strand)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (2nd) as well as the previous and subsequent grades. Since the rubric score of “4” represents “above grade level” work, the 3rd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards W = Writing RIT= Reading – Informational Text L=Language

Strand (Domain)	1 st	2 nd	3 rd
Writing	<p>2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>4. Begins in grade 2.</p>	<p>2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>e. Provide a concluding statement or section.</p> <p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
Reading – Inform. Text	<p>1. Ask and answer questions about key details in a text.</p>	<p>1. Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.</p>	<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>
Language- Conventions of Grammar and Usage	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>e. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>g. Produce, expand, and rearrange complete simple and compound sentences.</p>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
Language – Conventions of Capitalization, Punctuation, and Spelling	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>

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