

GRADE 2 INFORMATION WRITING RUBRIC

	1 (1 Point)	2 (2 Points)	3 (3 Points)	4 (4 Points)
STRUCTURE				
Overall	The writer told, drew, and wrote about a topic.	The writer taught his/her readers about a topic.	The writer taught readers some important points about a subject.	The writer taught readers information about a subject. He/she put in ideas, observations, and questions.
Lead	The writer told what his topic was.	The writer named his/her topic in the beginning and got the readers' attention.	The writer wrote a beginning in which he/she named a subject and tried to interest readers.	The writer wrote a beginning in which he/she got readers ready to learn a lot of information about the subject.
Transitions	The writer put in different things he/she knew about the topic (for attempts to connection information).	The writer told different parts about his topic and connected ideas using <i>and</i> .	The writer used words such as <i>and</i> and <i>also</i> to connect information.	The writer used words such as <i>before</i> , <i>after</i> , <i>then</i> , and <i>later</i> .
Ending	The writer had a last part or page.	The writer wrote an ending.	The writer wrote some sentences or a section at the end to wrap up his/her piece.	The writer wrote an ending that asked questions or suggested ways readers might respond.
Organization	The writer told, drew, and wrote information about the topic.	The writer told about his topic part by part.	The writer used paragraphs to explain different information about the topic.	The writer grouped his/her information into Well-organized paragraphs.
DEVELOPMENT				
Elaboration	The writer drew and wrote some important things about the topic.	The writer put facts in his/her writing to teach about his/her topic.	The writer used different kinds of information (e.g., facts, definitions, details, steps, and tips).	The writer wrote facts, definitions, details, and observations about his/her topic and explained some of them.
Craft	The writer told, drew, and wrote some details about the topic.	The writer used labels and words to give facts.	The writer tried to include the words that showed he/she was an expert on the subject.	The writer chose expert words to teach readers a lot about the subject. He/she taught information in a way to interest readers. He/she may have used drawings, captions, or diagrams.

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LANGUAGE CONVENTIONS				
Spelling	The writer wrote a letter for the sound he/she heard.	The writer used chunks of words (e.g., <i>at, op, it</i> , etc.) to spell. The writer used the word wall to help him/her spell.	The writer used spelling patterns (e.g., <i>tion, er, ly</i> , etc.). The writer used the word wall to help him/her spell other words.	The writer used spelling patterns correctly and edited regularly.
Conventions	The writer began and ended few sentences with capitalization and punctuation.	The writer began and ended some sentences with capitalization and punctuation.	The writer began and ended most sentences with capitalization and punctuation. The writer sometimes punctuated dialogue with commas and quotation marks.	The writer began and ended all sentences with capitalization and punctuation. The writer punctuated dialogue correctly with commas and quotation marks.

Scoring Directions

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between" categories, please indicate this as a 1.5, 2.5, etc.

Compiling the Scores

In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score _____

Lead Score _____

Total Score _____

Transition Score _____

Ending Score _____

Organization Score _____

Elaboration _____ x 2 = _____

Craft Score _____ x 2 = _____

Spelling Score _____

Conventions Score _____

Number of Points	Scaled Score*
1—11	1
12—22	2
23—33	3
34—44	4

***The Scaled Score is recorded on the Class Report Form and the Consolidated Report Form.**