

Grade 2 Informational Writing Rubric

W2 CCR Anchor Standard: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W2.2: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

| | 3- Above Grade-Level Expectations * Expectations for the end of 3rd grade | 2- Meets Grade-Level Expectations * Expectations for the end of 2nd grade | 1-Approaching Grade-Level Expectations * Expectations for the end of 1 st grade | 0- Below Grade-Level Expectations |
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| Written Expression Development of Ideas | <ul style="list-style-type: none"> Introduce a topic Develop the topic with facts, definitions, and details Include illustrations when useful to aiding comprehension <p>(When writing to text, the student response addresses the prompt and demonstrates accurate and full comprehension of the central ideas expressed in the text(s) and references the text explicitly.)</p> | <ul style="list-style-type: none"> Introduce a topic Use facts and definitions to develop points <p>(When writing to text, the student response demonstrates accurate comprehension of the central ideas expressed in the text(s) and references the text explicitly to address the prompt.)</p> | <ul style="list-style-type: none"> Name a topic Supply some facts about the topic <p>(When writing to text, the student response makes reference to the topic of the prompt and may reference the text explicitly, but demonstrates limited comprehension of the central ideas expressed in the text(s).)</p> | <ul style="list-style-type: none"> Lacks a topic Lacks facts and definitions to develop points <p>(When writing to text, the student response does not demonstrate comprehension of the ideas expressed in the text(s).)</p> |
| Written Expression Organization | <ul style="list-style-type: none"> <i>Establish the focus with a topic sentence related to task and purpose</i> <i>Draft the body to examine a topic with well-organized facts, definitions, and details</i> <ul style="list-style-type: none"> Group related information together Provide a concluding statement or section <i>Identify, select, and/or create supportive text features, as necessary</i> Use linking/transition words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information <p>(When writing to text, the student response is largely appropriate to task and purpose.)</p> | <ul style="list-style-type: none"> <i>Develop and write a clear and focused introductory sentence that identifies the topic</i> <i>Organize facts and definitions to write a paragraph or multiple paragraphs related to a topic</i> Provide a concluding statement or section Use transition words to organize ideas (first, next) Use linking words/conjunctions (e.g., because, and, also) <p>(When writing to text, the student response is somewhat appropriate to task and purpose.)</p> | <ul style="list-style-type: none"> Develop and write a simple introductory sentence that states the topic Write several sentences using the facts that are all related to the topic Provide some sense of closure Begin to use transition words to organize ideas as appropriate Use frequently occurring conjunctions to signal simple relationships (e.g. because) <p>(When writing to text, the student response is limited in its appropriateness to the task and purpose.)</p> | <ul style="list-style-type: none"> Lacks an introductory sentence or introductory sentence is unclear Facts and definitions are not organized or there are not enough facts Lacks a sense of closure Lacks frequently occurring conjunctions <p>(When writing to text, the student response may not address the prompt and therefore is inappropriate to the task and purpose.)</p> |
| Written Expression Clarity | <ul style="list-style-type: none"> Apply academic vocabulary to express relationships correctly Apply domain-specific vocabulary to clarify ideas Choose words and phrases for effect Produce simple, compound, and complex sentences | <ul style="list-style-type: none"> Use facts and definitions <ul style="list-style-type: none"> Use appropriate vocabulary <ul style="list-style-type: none"> Use specific nouns and verbs Use adjectives and adverbs (as appropriate to topic and purpose) Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | <ul style="list-style-type: none"> Use words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Use frequently occurring adjectives (as appropriate to topic and purpose) Begin to use specific nouns and verbs to clarify meaning (<i>look, peek, glare</i>) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | <ul style="list-style-type: none"> Lacks words and phrases acquired through conversations, reading, and being read to <ul style="list-style-type: none"> Lacks adjectives Lacks specific nouns and verbs Only simple sentences or incomplete thoughts and/or sentences |
| Language and Conventions | <ul style="list-style-type: none"> There may be a few minor errors in grammar and usage, meaning is clear throughout the response.* | <ul style="list-style-type: none"> There may be a few distracting errors in grammar and usage, but meaning is clear throughout the response.* | <ul style="list-style-type: none"> There are multiple distracting errors in grammar and usage that sometimes impede meaning.* | <ul style="list-style-type: none"> There are frequent distracting errors in grammar and usage that often impede meaning.* |

The italics indicate that the wording was taken from the Essential Skills and Knowledge. The bold print indicates the change in expectations. Refer to the [Maryland Common Core Writing Frameworks](#) for additional grade-level expectations. *Please refer to the [MD Common Core Language Frameworks](#) for specific teaching points. **Next Teaching Points:**