Informational/Explanatory Text-Based Rubric, Grade 2 Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Information CCSS*: ➢ W - 2	• Responds skillfully to all parts of the prompt • Demonstrates a strong understanding of topic/texts(s)	• Responds to all parts of the prompt • Demonstrates an understanding of topic/text(s)	• Responds to most parts of the prompt • Demonstrates limited understanding of topic/text(s)	• Responds to some or no parts of the prompt • Does not demonstrate understanding of topic/text
Organization CCSS: ➢ W – 2 ➢ W – 4	• 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	• Organizes ideas and information into paragraph structure using a clear topic sentence, facts/ definitions, and concluding sentence • Uses effective linking words to connect ideas	• Organizes ideas and information in an incomplete paragraph structure (e.g., missing conclusion) • Attempts to use some simplistic linking words to connect ideas	• Organizes with no evidence of paragraph structure • Uses no linking words
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 2	• Develops the topic skillfully with facts, definitions, and details	• Develops the topic with facts and definitions	• Develops the topic with limited facts and definitions	• Uses few to no facts or definitions
Language- Conventions of Grammar and Usage CCSS: ➢ L – 1e ➢ L – 1g	• Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences	• Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences	• Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences	• Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➢ L – 2	• 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	• 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	• 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	• 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)