

Second Grade Informative/Explanatory Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ 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
Evidence / Support 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 CCSS: ➤ L – 1e ➤ L – 1g ➤ L – 2	<ul style="list-style-type: none"> • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences • 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"> • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences • 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; few to no errors 	<ul style="list-style-type: none"> • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences • 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"> • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences • 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)

Adapted from the Elk Grove Unified School District.

Second Grade Informative/Explanatory Writing

CCR Anchor Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

SBAC Rubric Level 3 (Meets*)

The response provides adequate support/evidence for the opinion and supporting idea(s) that includes the use of sources, facts, and details. The response adequately expresses ideas, employing a mix of precise with more general language:

- Controlling or main idea of the topic is clear and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify the relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence (facts and details) from sources is integrated and relevant, yet may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the controlling/main idea).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of citations or attribution to source material. (Noted in grade level scoring guide for 3-5)
- Adequate use of correct sentence formation punctuation grammar usage and spelling.**

Grade Level Standards

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

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing (Adapted from Lucy Calkins)

The writer...

taught readers some important points about a subject.

wrote an interesting beginning which named the subject and hooked the reader.

used connecting words (e.g., such as, and, also) to elaborate on the topic.

wrote some sentences or a section at the end to wrap up her piece.

had different parts. Each part told different information about the topic.

used different kinds of information in her writing such as facts, definitions, details, steps, and tips.

tried to include content words that showed he was an expert on the subject.

consistently applied grade level spelling rules and patterns correctly (e.g., tion, er, ly, etc.) to spell a word.

used quotation marks to show what characters said.

used apostrophes correctly in contractions.

used correct capitalization and punctuation.

*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"

Second Grade Narrative Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Setting CCSS*: ➤ W – 3 ➤ W - 4	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • Establishes a situation in a well-elaborated recount of an event or short series of events 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • Recounts a well-elaborated event or short sequence of events 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • Attempts to recount an event or a short sequence of events. • Missing information creates confusion 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Fails to recount an event or a short series of events
Organization / Plot CCSS: ➤ W – 3	<ul style="list-style-type: none"> • Uses temporal words and phrases to signal event order • Provides clear closure 	<ul style="list-style-type: none"> • Uses temporal words to signal event order • Provides a sense of closure 	<ul style="list-style-type: none"> • Limited use of temporal words to signal event order • Attempts to provide closure 	<ul style="list-style-type: none"> • No use of temporal words or only uses temporal words without events • Does not provide closure
Elaboration/ Narrative Techniques CCSS: ➤ W - 3	<ul style="list-style-type: none"> • Includes vivid details that describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> • Includes details that describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> • Includes few or irrelevant details to describe actions, thoughts, and feelings 	<ul style="list-style-type: none"> • Insufficient or no details
Language/ Conventions CCSS: ➤ L – 1b ➤ L – 1e ➤ L – 1f ➤ L – 1g ➤ L – 2	<ul style="list-style-type: none"> • Uses a variety of adjectives and adverbs strategically • Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences • 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"> • Uses adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences • 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; few to no errors 	<ul style="list-style-type: none"> • Uses some simple adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences • 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"> • Uses adjectives and adverbs inappropriately or not at all • Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences • 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

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Second Grade Narrative Writing

CCR Anchor Standard 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SBAC Rubric Level 3 (Meets*)

The organization of the narrative, real or imagined, is adequately sustained, and the focus is adequate and generally maintained.

- An evident plot helps to create a sense of unity and completeness, though there may be minor flaws and some ideas may be loosely connected.
- Adequately maintains a setting, develops narrator/characters.
- Adequate use of a variety of transitional strategies to clarify the relationships between and among ideas.
- Adequate sequence of events from beginning to end.
- Adequate opening and closure for audience and purpose.
- Experiences, characters, setting, and events are adequately developed.
- Connections to source materials may contribute to the narrative.
- Adequate use of a variety of narrative techniques that generally advance the story or illustrate the experience.
- Adequate use of sensory, concrete, and figurative language that generally advances the purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**

Grade Level Standards

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing (Adapted from Lucy Calkins)

The writer...

wrote about one time when he did something.

chose the action, talk, or setting that would make a good beginning.

told the story in order by using temporal words (e.g., when, then, and after, etc.).

chose the action, talk, or feeling that would make a good ending.

tried to bring her characters to life with details, talk, and actions.

chose strong words that would help readers picture his story.

consistently applied grade level spelling rules and patterns correctly to spell a word.

used quotation marks to show what characters said.

used apostrophes correctly in contractions.

used correct capitalization and punctuation.

*Smarter Balanced Rubric 4-Point Informative: Score of three or "Effective"

Second Grade Opinion Scoring Rubric

	4 (Exceeds Grade Level)	3 (Meets)	2 (Nearly Meets)	1 (Does Not Meet)
Purpose/ Opinion CCSS*: ➤ W - 1	<ul style="list-style-type: none"> • Responds skillfully to all parts of the prompt • States an opinion that demonstrates an insightful understanding of topic/text 	<ul style="list-style-type: none"> • Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text 	<ul style="list-style-type: none"> • Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text 	<ul style="list-style-type: none"> • Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➤ W – 1 ➤ W – 4	<ul style="list-style-type: none"> • Introduces the topic, states the opinion, and creates an organizational structure • Supplies insightful reasons that support the opinion • Uses linking words and phrases to connect opinion to reasons • Provides a skillful concluding statement or section 	<ul style="list-style-type: none"> • Introduces the topic and states a clear opinion • Supplies reasons that support the opinion • Uses linking words to connect opinion to reasons • Provides a concluding statement or section 	<ul style="list-style-type: none"> • Introduces the topic and states an unclear opinion • Supplies reasons that may not all support the opinion • Uses at least one linking word but it may be incorrect or ineffective • Provides an unclear concluding statement 	<ul style="list-style-type: none"> • Does not introduce the topic and/or does not state an opinion • Does not supply reasons to support the opinion • Uses no linking words • Provides no conclusion
Evidence/ Support CCSS: ➤ RIT –1	<ul style="list-style-type: none"> • Supports opinion with substantial and relevant reasons 	<ul style="list-style-type: none"> • Supports opinion with relevant reasons 	<ul style="list-style-type: none"> • Supports opinion with minimal and/or irrelevant reasons 	<ul style="list-style-type: none"> • Does not support opinion with relevant reasons
Language/ Conventions CCSS: ➤ L – 1b ➤ L – 1e ➤ L – 1g ➤ L – 2	<ul style="list-style-type: none"> • Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences • 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"> • Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences • 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; few to no errors 	<ul style="list-style-type: none"> • Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences • 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"> • Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences • 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

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Second Grade Opinion Writing

CCR Anchor Standard 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

SBAC Rubric Level 3 (Meets*)

The response has an evident organizational structure and a sense of completeness, though there may be minor flaws and some ideas may be loosely connected. The response is adequately sustained and generally focused:

- Opinion is clear, and the focus is mostly maintained for the purpose, audience, and task.
- Adequate use of transitional strategies with some variety to clarify relationships between and among ideas.
- Adequate introduction and conclusion.
- Adequate progression of ideas from beginning to end; adequate connections between and among ideas.
- Adequate evidence from sources is integrated; some references may be general.
- Adequate use of some elaborative techniques (may include the use of personal experiences that support the opinion).
- Vocabulary is generally appropriate for the audience and purpose.
- Generally appropriate style is evident.
- Adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling.**

Grade Level Standards

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

**See grade level convention standards in the language section of the CCSS- (Language CCR AS 1)

What to Look for in Student Writing (Adapted from Lucy Calkins)

The writer...

wrote his opinion and gave reasons for his opinion.

wrote a beginning in which she not only gave her opinion, but also set readers up to expect that her writing would try to convince them of it.

used connecting words (e.g., also, another, and because) to elaborate on his ideas.

wrote an ending in which she reminded readers of her opinion.

wrote at least two reasons and wrote at least a few sentences about each one.

consistently applied grade level spelling rules and patterns correctly to spell a word.

used quotation marks to show what characters said.

used apostrophes correctly in contractions.

used correct capitalization and punctuation.

*Smarter Balanced Rubric 4-Point Narrative: Score of three or "Effective"