**Analytical Rubric for Informative/Explanatory Writing**

**Grade 2**

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|  | **4****Highly Proficient** | **3****Proficient** | **2****Nearing****Proficiency** | **1****Working Towards****Proficiency** |
| **Focus and Organizational Structure:** I can introduce a topic. | Writing effectively introduces a focused topic. | Writing introduces a topic. | Writing attempts to introduce a topic, but is unclear. | Writing does not introduce a topic. |
| **Elaboration:** I can use facts and definitions to develop a topic. | Writing provides pertinent facts and definitions to develop a topic. | Writing provides facts and definitions to develop a topic. | Writing provides simplistic facts and definitions to develop a topic. | Writing lacks facts and/or details that support the development of a topic. |
| **Conclusion:** I can provide a concluding statement or section. | Writing provides a strong and relevant concluding statement or section. | Writing provides a concluding statement or section. | Writing provides a simplistic concluding statement or section. | Writing lacks a concluding statement or section. |

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| 4Highly Proficient | 3Proficient | 2Nearing Proficiency | 1Working Towards Proficiency |
| Writing **demonstrates** command of capitalization, punctuation, and correct spelling that **skillfully** enhances the meaning. | Writing **demonstrates** command of capitalization, punctuation, and correct spelling. | Writing **begins to** demonstrate command of capitalization, punctuation, and correct spelling. | Writing **does not demonstrate** command of capitalization, punctuation, and correct spelling. |
| Conventions* Capitalize holidays, product names and geographic names
* Use commas in greetings and closings of letters
* Use an apostrophe to form contractions and frequently occurring possessives
* Generalize learned spelling patterns when writing words
* Consult reference materials including beginning dictionaries as needed to check and correct spellings
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| 4Highly Proficient | 3Proficient | 2Nearing Proficiency | 1Working Towards Proficiency |
| Writing or speaking **(consistently) demonstrates** command of standard English grammar that **skillfully** enhances the meaning. | Writing or speaking **demonstrates** command of standard English grammar. | Writing or speaking **begins** **to** demonstrate command of standard English grammar. | Writing or speaking **does not** demonstrate command of standard English grammar. |
| Grammar* Use of collective nouns
* Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish)
* Use reflexive pronouns (e.g., myself, ourselves)
* Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)
* Use adjectives and adverbs and choose between them depending on what is to be modified
* Produce, expand, and rearrange complete simple and compound sentences
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