# Informative-Explanatory Writing Rubric

## Grade 2

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<th>Score</th>
<th>Statement of Purpose/Focus</th>
<th>Organization</th>
<th>Elaboration of Evidence</th>
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| 4     | Meets all expectations set forth in (3) | The response addresses all aspects of the task and is fully sustained and consistently focused:  
- A topic is clearly stated, focused, and maintained  
- Relevant information/explanation about the topic is provided | Writing is used in order to address the writing tasks with a consistent purpose:  
- Identifies the topic  
- Details/facts and definitions about the topic are provided in a logical manner  
- Provides a strong concluding statements or section | The response provides thorough statements related to the prompt:  
- The topic is purposefully supported with multiple pieces of information related to the topic  
- The points made are well developed through purposeful elaboration | The response clearly and effectively expresses ideas:  
- Uses appropriate linking words (transitions) correctly  
- Has a strong sense of audience and purpose | The response demonstrates a strong command of conventions:  
- Few, if any, errors, in usage and sentence formation  
- Exceptional use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 3     | The response is adequately sustained and focused:  
- Topic is adequately stated and maintained  
- Information/explanation about the topic is provided | Writing is used to address the writing tasks with an adequate focus:  
- Topic is identified  
- Details/facts and definitions about the topic are provided  
- Provides a concluding statements or section | The response provides adequate statements and phrases related to the prompts:  
- Several pieces information related to the topic are provided  
- The points made are well developed | The response adequately expresses ideas, employing a mix of precise with more general language  
- Use of vocabulary is generally appropriate  
- May have a sense of the audience and/or purpose | The response demonstrates an adequate command of conventions  
- Some errors in usage and sentence formation are present, but no systematic pattern of errors is displayed.  
- Adequate use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 2     | The response is somewhat sustained and may have a minor drift in focus:  
- Topic is unclear and is insufficiently sustained.  
- Information/explanation is provided and not all relevant to the prompt | Writing is used to address the writing tasks with an adequate focus:  
- The topic, if any, unrelated to the information provided  
- Additional details/facts provided (if any) are loosely connected  
- Conclusion (if any) is weak | The response provides statements and phrases somewhat related to the prompt:  
- Some information, if present, is provided but may not be related to the topic  
- The points (if any) are not clearly developed and/or do not support the topic | The response expresses ideas unevenly, using simplistic language:  
- Use of vocabulary that may simplistic  
- May have little sense of the audience and/or purpose | The response demonstrates a partial command of conventions:  
- Frequent errors in usage may obscure meaning  
- Inconsistent use of punctuation, capitalization, and spelling (Language standards 1-3) |
| 1     | The response may be related to the topic but may offer little or no focus:  
- Major drift in focus  
- No supporting information/explanation is provided | Writing is used to address the writing tasks with an unclear focus:  
- Topic is unclear  
- No additional details/facts are provided  
- Missing conclusion and/or no sense of closure | The response provides statements and phrases unrelated to the prompt:  
- No additional information is provided | The expression of ideas, is vague, lacks clarity or is confusing:  
- Uses limited language  
- May have no sense of audience or purpose | The respond demonstrates a lack of command of conventions:  
- Errors are frequent and severe and meaning is often obscure  
- Use of punctuation, capitalization, and spelling is not evident (Language standards 1-3) |
| 0     | A response gets no credit if provides no evidence of the ability to write an informative/explanatory piece. | | | | |


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