

Informational-Grade 2 Writing Rubric				
Score	4	3	2	1
Organization/Purpose	<p>The response is clearly organized and consistently focused. The response:</p> <ul style="list-style-type: none"> clearly states a controlling/main idea strongly maintains the focus for the purpose and audience effectively uses linking words/phrases to connect ideas provides an effective concluding statement/section 	<p>The response is adequately organized and generally focused. The response:</p> <ul style="list-style-type: none"> adequately states a controlling/main idea mostly maintains the focus for the purpose and audience adequately uses linking words/phrases to connect ideas, but some ideas may be loosely connected provides an adequate concluding statement/section 	<p>The response is somewhat organized and unevenly focused. The response:</p> <ul style="list-style-type: none"> states a controlling/main idea that is somewhat unclear insufficiently sustains the focus for the purpose and/or audience inconsistently uses linking words/phrases to connect ideas provides a weak concluding statement/section 	<p>The response lacks organization and/or focus. The response:</p> <ul style="list-style-type: none"> lacks a controlling/main idea; may be too brief is unfocused and may drift from the purpose and/or audience uses few, if any, linking words/phrases to connect ideas lacks a concluding statement/section

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Score	4	3	2	1
Evidence/Elaboration	<p>The response provides effective elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> thoroughly supports the controlling/main idea using relevant information and facts effectively integrates evidence from sources effectively uses vocabulary/language appropriate to the task (may mix precise and more general language) effectively uses an appropriate style that enhances the content 	<p>The response provides adequate elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> adequately supports the controlling/main idea using information and facts adequately integrates some evidence from sources adequately uses vocabulary/language appropriate to the task (may mix general language with some precise language) adequately uses an appropriate style to support the content 	<p>The response provides some elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> provides information and facts that are insufficiently connected to the controlling/main idea integrates some evidence from sources, but may be ineffective, awkward, or vague uses some vocabulary/language appropriate to the task (simplistic language used) attempts to create an appropriate style to support content, but may be inconsistent or weak 	<p>The response does not provide relevant elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> provides no information and facts to support the controlling/main idea integrates evidence from sources that is incorrect or irrelevant; lacks evidence uses vague, unclear, or confusing vocabulary/language provides little or no evidence of an appropriate style to support content

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Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

Holistic Scoring:

Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

Severity: Basic errors are more heavily weighted than higher-level errors.

Density: The proportion of errors to the amount of writing done well; this includes the ratio of errors to the length of the piece.

* Refer to the [Smarter Balanced-Conventions Chart](#) for further information. Please note that students are responsible for grade-level expectations and standards identified in all previous grades.