

ENGLISH LANGUAGE ARTS INFORMATIONAL – REPORT WRITING RUBRIC GRADE 2

BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
Writing process	<ul style="list-style-type: none"> Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing (2.1.1) 	<ul style="list-style-type: none"> Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1) 	<ul style="list-style-type: none"> Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1) 	<ul style="list-style-type: none"> Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing) (2.1.1)
Ideas	<ul style="list-style-type: none"> Effectively establishes a topic. (2.7.11) Clearly restates a given focus/controlling idea on a topic (purpose). (2.8.2) Creatively uses pictures to illustrate ideas. (2.9. 3) Uses pertinent facts and details relevant to the topic/ focus/controlling idea. (2.7.9) 	<ul style="list-style-type: none"> Establishes a topic. (2.8.1) Restates a given focus/controlling idea on a topic (purpose). (2.8.2) Uses pictures to illustrate ideas. (2.9. 3) Includes detail/information relevant to topic and or given focus. (2.9.1) 	<ul style="list-style-type: none"> Attempts to establish a topic. (2.7.11) Partially restates a given focus/controlling idea on a topic (purpose). (2.8.2) Uses inaccurate pictures to illustrate ideas. . (2.9. 3) Uses some facts to support topic/focus/controlling idea. (2.7.9) 	<ul style="list-style-type: none"> Neglects to establish a topic. (2.7.11) Neglects to restate a given focus/controlling idea on a topic (purpose). (2.8.2) Does not include pictures to illustrate ideas. (2.9. 3) Uses little or irrelevant facts to support topic/focus/controlling idea. (2.7.9)
Organization	<ul style="list-style-type: none"> Uses a given organizational structure for grouping ideas. (2.7.2) 	<ul style="list-style-type: none"> Uses a given organizational structure for grouping ideas with instructional support. (2.7.2) 	<ul style="list-style-type: none"> Attempts to use a given organizational structure for grouping ideas with instructional support. (2.7.2) 	<ul style="list-style-type: none"> Neglects to use a given organizational structure for grouping ideas with instructional support. (2.7.2)
Voice	<ul style="list-style-type: none"> Uses voice appropriate for the audience/purpose. (2.7.11) 	<ul style="list-style-type: none"> Begins to use voice appropriate for the audience/purpose. (2.7.11) 	<ul style="list-style-type: none"> Begins to use voice. (2.7.11) 	<ul style="list-style-type: none"> Lacks voice. (2.7.11)
Sentence Fluency	<ul style="list-style-type: none"> Uses varied sentence length and structure to enhance meaning. Writes a variety of complete sentences (declarative, interrogative, and exclamatory) to 	<ul style="list-style-type: none"> Uses varied sentence length and structure. (2.2.4) Writes a variety of complete sentences (declarative, interrogative, and exclamatory). 	<ul style="list-style-type: none"> Attempts to use varied sentence length and structure. (2.2.4) Writes complete sentences. (2.2.2) 	<ul style="list-style-type: none"> Does not vary sentence length and/or structure. (2.2.4) Writes simple sentences. (2.2.2)

RubricBarGrade2Report1 07/17/09

Level 4- Exceeds standards - Indicates competence in all standards/benchmarks and exceptional performance in a few

Level 3 - Meets standards - Indicates general competence in all standards/benchmarks

Level 2- Emerging - Indicates general competence in most standards/benchmarks with difficulties in some

Level 1- Attempt made - Indicates difficulties in a majority of standard/benchmarks

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	enhance meaning. (2.2.2)	(2.2.2)		
Word Choice	<ul style="list-style-type: none"> Uses relevant details and descriptive language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses details and descriptive language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses some detail and/or descriptive language appropriate to purpose. (2.6.1) 	<ul style="list-style-type: none"> Uses some detail and/or descriptive language. (2.6.1)
Conventions	<ul style="list-style-type: none"> Applies basic capitalization rules. (2.9.3) Uses punctuation correctly in sentences to enhance meaning (2.9.4) Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5) 	<ul style="list-style-type: none"> Applies basic capitalization rules (names and beginning of a sentence). (2.9.3) Uses end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5) 	<ul style="list-style-type: none"> Attempts to apply basic capitalization rules (names and beginning of a sentence). (2.9.3) Attempts to use end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Attempts to spell grade appropriate words. Errors may impede meaning. (2.9.5) 	<ul style="list-style-type: none"> Does not apply basic capitalization rules (names and beginning of a sentence). (2.9.3) Lacks use of end punctuation in simple sentences (e.g. period, question mark, exclamation point). (2.9.4) Correctly spells few grade appropriate words. Errors impede meaning.

COMMENTS

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