

# ENGLISH LANGUAGE ARTS RESPONDING TO LITERARY OR INFORMATIONAL TEXT WRITING RUBRIC GRADE 2

## BARRINGTON PUBLIC SCHOOLS

Criteria	4	3	2	1
<b>Writing process</b>	<ul style="list-style-type: none"> <li>Effectively uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing) to enhance writing. (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some steps of the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)</li> </ul>	<ul style="list-style-type: none"> <li>Shows little or no evidence of using the writing process (prewriting, drafting, revising, editing, publishing, and sharing). (2.1.1)</li> </ul>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>Effectively states a focus (purpose) when responding to a given question. (2.4.2)</li> <li>Uses detail or references to text to support a given focus and includes prior knowledge. (2.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>States a focus (purpose) when responding to a given question. (2.4.2)</li> <li>Uses detail or references to text to support a given focus (may include prior knowledge). (2.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to state a focus (purpose) when responding to a given question. (2.4.2)</li> <li>Uses some detail or references to text to support a given focus (may include prior knowledge). (2.3.3)</li> </ul>	<ul style="list-style-type: none"> <li>Lacks a focus (purpose) when responding to a given question. (2.4.2)</li> <li>Uses little or no detail or references to text to support a given focus. (2.3.3)</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>Organizes ideas by using a beginning, middle and concluding statement given a structure. Includes basic transition words and a concluding statement (2.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Organizes ideas by using a beginning, middle and concluding statement given a structure. (2.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to organize ideas by using a beginning, middle and concluding statement given a structure. (2.4.4)</li> </ul>	<ul style="list-style-type: none"> <li>Neglects to use a given structure and lacks a beginning, middle, or a concluding statement. (2.4.4)</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>Uses voice appropriate for the audience/purpose. (2.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use voice appropriate for the audience/purpose. (2.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use voice. (2.7.11)</li> </ul>	<ul style="list-style-type: none"> <li>Lacks voice. (2.7.11)</li> </ul>
<b>Sentence Fluency</b>	<ul style="list-style-type: none"> <li>Uses varied sentence length and structure to enhance meaning.</li> <li>Writes a variety of complete sentences (declarative, interrogative, and exclamatory) to enhance meaning. (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Uses varied sentence length and structure. (2.2.4)</li> <li>Writes a variety of complete sentences (declarative, interrogative, and exclamatory). (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to use varied sentence length and structure. (2.2.4)</li> <li>Writes complete sentences. (2.2.2)</li> </ul>	<ul style="list-style-type: none"> <li>Does not vary sentence length and/or structure. (2.2.4)</li> <li>Writes simple sentences. (2.2.2)</li> </ul>

RubricBarGrade2Responding to LitInfoText 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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<b>Word Choice</b>	<ul style="list-style-type: none"> <li>Uses relevant details and descriptive language appropriate to purpose. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses details and descriptive language appropriate to purpose. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some detail and/or descriptive language appropriate to purpose. (2.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Uses some detail and/or descriptive language. (2.6.1)</li> </ul>
<b>Conventions</b>	<ul style="list-style-type: none"> <li>Applies basic capitalization rules. (2.9.3)</li> <li>Uses punctuation correctly in sentences to enhance meaning. (2.9.4)</li> <li>Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5)</li> </ul>	<ul style="list-style-type: none"> <li>Applies basic capitalization rules (names and beginning of a sentence). (2.9.3)</li> <li>Uses end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4)</li> <li>Correctly spells grade appropriate words. Errors do not impede meaning. (2.9.5)</li> </ul>	<ul style="list-style-type: none"> <li>Attempts to apply basic capitalization rules (names and beginning of a sentence). (2.9.3)</li> <li>Attempts to use end punctuation correctly in simple sentences (e.g. period, question mark, exclamation point). (2.9.4)</li> <li>Attempts to spell grade appropriate words. Errors may impede meaning. (2.9.5)</li> </ul>	<ul style="list-style-type: none"> <li>Does not apply basic capitalization rules (names and beginning of a sentence). (2.9.3)</li> <li>Lacks use of end punctuation in simple sentences (e.g. period, question mark, exclamation point). (2.9.4)</li> <li>Correctly spells few grade appropriate words. Errors impede meaning.</li> </ul>

**COMMENTS**

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