

Grade Two Expository Assessment Rubric

|                  | Meets Grade One Learning Outcome Standards   | Approaches Two | Meets Grade Two Learning Outcome Standards  | Excels at Two | Meets Grade Three Learning Outcome Standards  |
|------------------|--|----------------|---|---------------|---|
| Content          | <ul style="list-style-type: none"> <li>- Topic usually reflects personal experiences or ideas from classroom study</li> <li>- Writing stays on topic</li> <li>- Content is a simple description/sequence of events; may include misconceptions</li> <li>- Writing includes a few details</li> <li>- Writing makes sense independent of context-setting illustration</li> </ul> |                | <ul style="list-style-type: none"> <li>- Topic is clear</li> <li>- Writing stays on topic</li> <li>- Content is a collection of ideas</li> <li>- Writing includes simple details</li> </ul>   |               | <ul style="list-style-type: none"> <li>- Topic is clear</li> <li>- Main ideas are supported with some evidence                             <ul style="list-style-type: none"> <li>o Describes the topic with facts OR opinions supported by facts</li> <li>o May include unnecessary information</li> </ul> </li> <li>- Includes descriptive details</li> </ul>                 |
| Organization     | <ul style="list-style-type: none"> <li>- Writing is modeled on familiar organizational structure                             <ul style="list-style-type: none"> <li>o Lists</li> <li>o Recipes</li> <li>o "How to"</li> <li>o Simple description</li> <li>o Notes</li> </ul> </li> </ul>   |                | <ul style="list-style-type: none"> <li>- Title or opening sentence gives topic</li> <li>- Middle follows topic</li> <li>- Follows organizational structure appropriate to form                             <ul style="list-style-type: none"> <li>o Recipe</li> <li>o "How to"</li> <li>o Instructions</li> <li>o Description</li> <li>o Simple research</li> <li>o Simple experiments</li> <li>o Letters</li> </ul> </li> <li>- May have conclusion</li> </ul> |               | <ul style="list-style-type: none"> <li>- Topic is stated in the beginning</li> <li>- Information is organized in a meaningful/logical way that is connected to the writing purpose                             <ul style="list-style-type: none"> <li>o May include headings, photographs/illustrations, captions</li> </ul> </li> <li>- Simple conclusion is stated</li> </ul> |
| Word Choice      | <ul style="list-style-type: none"> <li>- Uses words related to topic</li> <li>- Uses descriptive words (simple adjectives and adverbs) to create an image</li> </ul>   |                | <ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses words related to topic</li> <li>- Uses some descriptive words to create an image</li> </ul>   |               | <ul style="list-style-type: none"> <li>- Word choice is appropriate for intended audience</li> <li>- Uses precise vocabulary related to topic</li> <li>- Uses some descriptive language to create an image</li> </ul>   |
| Sentence Fluency | <ul style="list-style-type: none"> <li>- Uses simple declarative sentence patterns</li> </ul>  |                | <ul style="list-style-type: none"> <li>- Uses a variety of simple sentence patterns (statements, questions, exclamations)</li> </ul>  |               | <ul style="list-style-type: none"> <li>- Uses a variety of simple and some compound sentences</li> <li>- Uses some transition words</li> </ul>  |

|             | Meets Grade One Learning Outcome Standards   | Approaches Two | <b>Meets Grade Two Learning Outcome Standards</b>  | Excels at Two | Meets Grade Three Learning Outcome Standards  |
|-------------|--|----------------|--|---------------|---|
| Voice       | <ul style="list-style-type: none"> <li>- Writing is individual (sounds like the child is talking or telling the information)</li> <li>- Writing engages audience (is interesting)</li> </ul>   |                | <ul style="list-style-type: none"> <li>- Writing engages audience (is interesting)</li> <li>- May show emphasis by using               <ul style="list-style-type: none"> <li>o Different sizes of printing</li> <li>o Underlining</li> <li>o Repeated punctuation</li> </ul> </li> </ul>  |               | <ul style="list-style-type: none"> <li>- Writing engages audience</li> <li>- Voice is evident               <ul style="list-style-type: none"> <li>o Interaction between reader/writer sensing the person behind the words</li> </ul> </li> <li>- Writing creates tone that is consistent with the content</li> <li>- Uses own words</li> </ul> |
| Conventions | <ul style="list-style-type: none"> <li>- Uses a mixture of approximated and conventional spelling</li> <li>- Capitalizes first letter of names, "I", and the beginning of sentences</li> <li>- Uses periods at the end of sentences</li> <li>- Errors may e distracting but basic communication is understandable</li> </ul> |                | <ul style="list-style-type: none"> <li>- Uses conventional spelling for most familiar or high frequency words</li> <li>- Uses spelling generalizations, patterns, and structural analysis</li> <li>- Sometimes uses periods, question marks, and exclamation marks</li> <li>- Errors may be distracting but basic communication is understandable</li> </ul> |               | <ul style="list-style-type: none"> <li>- Uses capitalization correctly</li> <li>- Spells most high-frequency words correctly; unfamiliar words are spelled phonetically</li> <li>- Uses end punctuation correctly</li> <li>- Errors do not interfere with communication</li> <li>- Lists title and author of source, if used</li> </ul>         |