

TCRWP Informational Reading and Writing Rubrics-2nd Grade

2 nd Grade Reading Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p>Recounts Key Details Student responds to video as text- <i>Reading Assessment</i></p> <p>R.I. Standard 2.1: Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> When asked to recount the important things learned from a given text, the reader makes a statement (or statements) that cannot be supported by the text and/or copies information directly from the text. 	<ul style="list-style-type: none"> When asked to recount the important things learned from a given text, the reader mentions only isolated details, leaving out big parts of the text. He or she might also incorporate facts that cannot be supported by the text, perhaps drawing on prior knowledge. He or she might also synthesize and consolidate information, without referring to specifics from the text. 	<ul style="list-style-type: none"> When asked to recount the important things learned from a given text, the reader identifies and names the important details across all parts of the text, such as the who, what, where, when, why and/or how when appropriate. 	<ul style="list-style-type: none"> When asked to recount the important things learned from a given text, the reader synthesizes and consolidates, rather than simply listing key details, producing a more comprehensive and idea-based account. The reader will support this account with key details from the text.
<p>Recounts Key Details- Grade Level Text Student responds to grade level text- <i>Reading Assessment</i></p> <p>R.I. Standard 2.1: Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>R.I. Standard 2.10: By the end of year, read</p>	<ul style="list-style-type: none"> When asked to recount the important things learned from a grade level complex text, the reader makes a statement (or statements) that cannot be supported by the text and/or copies information directly from the text. 	<ul style="list-style-type: none"> When asked to recount the important things learned from a grade level complex text, the reader mentions only isolated details, leaving out big parts of the text. He or she might also incorporate facts that cannot be supported by the text, perhaps drawing on prior knowledge. He or she might also synthesize and 	<ul style="list-style-type: none"> When asked to recount the important things learned from a grade level complex text, the reader identifies and names the important details across all parts of the text, such as the who, what, where, when, why and/or how when appropriate. 	<ul style="list-style-type: none"> When asked to recount the important things learned from a given text, the reader synthesizes and consolidates, rather than simply listing key details, producing a more comprehensive and idea-based account.

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<p>and comprehend informational texts in the grades 2–3 text complexity band proficiently.</p>		<p>consolidate information, without referring to specifics from the text.</p>		
<p>Cites Key Details Student responds to all texts in Information Book: <i>Writing Assessment</i></p> <p>R.I. Standard 2.1: Students ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>	<ul style="list-style-type: none"> When asked to include information from a given text in his or her writing, the student writes a statement (or statements) that cannot be supported by the text. 	<ul style="list-style-type: none"> When asked to include information from a given text in his or her writing, the student includes an isolated and often trivial fact from the text and/or refers to the general topic of the text. 	<ul style="list-style-type: none"> When asked to include information from a given text in his or her writing, the student selects and includes some details. The information may tell who, what, where, when, why and/or how when appropriate. 	<ul style="list-style-type: none"> When asked to include some information from a given text, the reader identifies and names important details from the text that support an idea or concept related to the topic.
<p>Identifies Main Topic Student responds to read aloud text- <i>Reading Assessment</i></p> <p>R.I. Standard 2.2: Students identify the main topic of specific paragraphs within a text.</p>	<ul style="list-style-type: none"> When asked to identify the main topic of a given text (or section of a text), the reader provides no topic, provides a topic unrelated to the text, or gives misinformation. 	<ul style="list-style-type: none"> When asked to identify the main topic of a given text (or section of a text), the reader names the general topic, typically in a word or two without further elaboration. If the reader does elaborate, he or she names a part of the topic that comes from a single section of the text without synthesizing information across paragraphs/parts. 	<ul style="list-style-type: none"> When asked to identify the main topic of a given text (or section of a text), the reader identifies the main topic of the text and elaborates by naming important parts of the topic covered in the text. The reader shows evidence of synthesizing information across paragraphs/parts. 	<ul style="list-style-type: none"> When asked to identify the main topic of a given text (or section of a text), the reader determines the main idea of the text and synthesizes information across paragraphs/parts. He or she supports the main idea with key details from the text.

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<p>Makes Connections Within a Text Student responds to read aloud text- <i>Reading Assessment.</i></p> <p>R.I. Standard 2.3: Students describe the connection between scientific ideas or concepts in a text.</p>	<ul style="list-style-type: none"> When asked to compare two sections from a given text, the reader describes a connection that draws upon prior knowledge rather than specific information stated in the text, if he or she is able to name a connection at all. Alternately the reader may name an isolated fact from one part of the text without connecting it to another part of the text. 	<ul style="list-style-type: none"> When asked to compare two sections from a given text, the reader describes a connection that relates to a subsection of the text, rather than a connection related to the main topics. He or she may refer to a fact or small part that is the same across both parts of the text, while also including irrelevant facts unrelated to the connection. 	<ul style="list-style-type: none"> When asked to compare two sections from a given text, the reader synthesizes the main topic from one part of the text to another, and describes how the two parts are the same. He or she names specific facts from the text to support the connection. 	<ul style="list-style-type: none"> When asked to compare two sections from a given text, the reader crystallizes the overarching idea(s) across two parts of the text. He or she provides evidence from the text or reasons to support overarching ideas.
<p>Determines Authorial Purpose/Intent Student responds to read aloud text- <i>Reading Assessment</i></p> <p>R.I. Standard 2.6: Students identify the main purpose of a text, including what the author wants to explain.</p>	<ul style="list-style-type: none"> When asked to think about the reason an author wrote a text, the reader makes a general statement of the author’s intent that could apply to any text. Or the reader is unable to state a possible purpose. 	<ul style="list-style-type: none"> When asked to think about the reason an author wrote a text, the reader names a reason based on an idea or topic from one part of the text, rather than synthesizing the whole text. This reason may come from his/her point of view as a reader, with no evidence from the text. 	<ul style="list-style-type: none"> When asked to think about the reason an author wrote a text, the reader names a reason based on the main idea of the text and supported by evidence from the text. 	<ul style="list-style-type: none"> When asked to think about the reason an author wrote a text, the reader crystallizes the overarching idea(s) that the author wants to explain, which may not be stated explicitly in the text itself.
<p>Compares/Contrasts Two Texts Student responds to read aloud text- <i>Reading Assessment</i></p>	<ul style="list-style-type: none"> When asked to compare and contrast two texts, the reader states a superficial similarity 	<ul style="list-style-type: none"> When asked to compare and contrast two texts, the reader identifies a broad similarity 	<ul style="list-style-type: none"> When asked to compare and contrast two texts, the reader identifies at least one similarity 	<ul style="list-style-type: none"> When asked to compare and contrast two texts, the reader identifies a similarity and a difference about

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<p>R.I. Standard 2.9: Students compare and contrast the most important points presented by two texts on the same topic.</p>	<p>or difference that could be applied to any text or the reader names an isolated fact or main topic from one text without comparing or contrasting it to the other text.</p>	<p>and/or difference between the main topics of two texts. He or she identifies a similarity and/or a difference about isolated facts between two texts.</p>	<p>and difference about the main topic between two texts.</p>	<p>the main idea between two texts. The reader also provides examples from the text to support his/her answer.</p>
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Scoring Guide:

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

Scoring Table:

Number of Points	Scaled Score
No response	0
1–10 points	1
11–17 points	2
18–24 points	3
25–28 points	4

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2 nd Grade Writing Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p>Structure-Focus/Genre</p> <p><i>W. Standard 2.2:</i> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> When asked to write an informational text that teaches people important information and ideas about a topic, the writer writes an opinion and/or story in an attempt to write factual information. The information given is likely to be tangentially related to the topic. 	<ul style="list-style-type: none"> When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic he or she knows about and includes some information about the topic. Most of the information is related to the topic although the writer may include a narrative statement in the piece as if it is a fact. 	<ul style="list-style-type: none"> When asked to write an informational text that teaches people important information and ideas about a topic, the writer chooses a topic in which he or she has some knowledge and provides important and/or interesting information to support that topic. 	<ul style="list-style-type: none"> When asked to write an informational text that teaches people important information and ideas about a topic, the writer provides main points that not only support the topic but also begin to raise an idea or concept about the topic.
<p>Structure—Organizes Information</p>	<ul style="list-style-type: none"> The writer provides information, although he or she does not categorize the information into subtopics. 	<ul style="list-style-type: none"> The writer gestures toward dividing his or her larger topic into subtopics, however the subtopics are too narrow to hold up as entire categories. 	<ul style="list-style-type: none"> The writer divides his or her larger topic into subtopics. Each subtopic is addressed in a different section of the text. Most (or all) of the information within each section relates to the subtopic. 	<ul style="list-style-type: none"> The writer categorizes information into subtopics that not only include related information about the topic, but also ideas or concepts.

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<p>Structure— Introduction/ Conclusion</p> <p><i>W. Standard 2.2:</i> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • The writer does not name the topic he or she is writing about, and/or ends abruptly without providing a conclusion. 	<ul style="list-style-type: none"> • The writer names the topic that he or she is writing about and/or provides a general concluding statement that could apply to any topic, rather than relating to the specific topic. 	<ul style="list-style-type: none"> • The writer includes an introduction to the topic and provides a concluding statement or section that fits with the topic or at least some of the information. 	<ul style="list-style-type: none"> • The writer includes an introduction to the topic which provides a preview of the main points. He or she also includes a concluding statement or section, restating and/or building on the topic and main points.
<p>Elaboration- Development</p> <p><i>W. Standard 2.2:</i> Students write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<ul style="list-style-type: none"> • The writer includes a sparse collection of information drawn primarily from personal experiences to develop his or her topic. 	<ul style="list-style-type: none"> • The writer develops his or her topic with examples, feelings and or facts drawn primarily from personal experiences. 	<ul style="list-style-type: none"> • The writer develops his or her topic with examples, feelings and facts as well as definitions. This information is drawn from at least one outside source that relates to the topic. 	<ul style="list-style-type: none"> • The writer develops his or her topic with facts, definitions and other details to convey ideas and concepts. This information is drawn from at least one outside source that relates to the topic.
<p>Elaboration- Text Features</p>	<ul style="list-style-type: none"> • The writer may attempt to include an informational text feature or features. It is apt to include misinformation and/or does not appear to be scientific. 	<ul style="list-style-type: none"> • The writer includes a feature or features of informational texts such as pictures, charts, diagrams and specialized vocabulary that begins to show evidence that the writer is attempting to create a scientific piece. 	<ul style="list-style-type: none"> • The writer includes features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical, even when the information 	<ul style="list-style-type: none"> • The writer includes features of informational texts such as pictures, charts, diagrams and specialized vocabulary to create a piece of writing that appears scholarly, scientific, or technical. The features are deliberately placed in an effort to further

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			stated is flawed or over-generalized.	the intent of the piece.
Craft-Consideration of Audience	<ul style="list-style-type: none"> The writer shows little consideration for his or her audience, if any. The writer includes 'stuff' about a topic usually based on anything that comes to mind. 	<ul style="list-style-type: none"> The writer shows an awareness that writers will read and learn from the text. The writer approximates a teaching tone in his or her writing, perhaps even attempting to match the tone or voice used by a published nonfiction text or an adult. 	<ul style="list-style-type: none"> The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to engage the reader using comments or quips about facts, and at times addressing the reader directly. 	<ul style="list-style-type: none"> The writer shows an awareness that writers will read and learn from the text. The writer includes a conversational or teaching tone in an attempt to relate to the reader. The writer includes details, action words, or direct-address to the reader in an effort to balance being informative and lively at the same time.

Scoring Guide:

In each row, circle the descriptor in the column that matches the student work. Total the number of points according to the guidelines below. Use the provided table to score each student on scale from 0 – 4.

For each response in column one, students receive one point.

For each response in column two, students receive two points.

For each response in column three, students receive three points.

For each response in column four, students receive four points.

Scoring Table:

Number of Points	Scaled Score
No response	0
1-8 points	1
9-14 points	2
15-20 points	3
21-24 points	4