

Grade 2 Explanation Rubric

Child's Name: _____

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.2.2, W.2.4)	Not Observed	1	2	3	4
to explain a phenomenon in sequence		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Reflects a mostly accurate purpose, but one or more sentences deviate from it.	Reflects an accurate purpose, and all sentences support the genre purpose.
Structure (W.2.2)	Not Observed	1	2	3	4
Phenomenon Statement: names the phenomenon introduced in the explanation		With support, attempts to name and introduce the phenomenon, but most elements are inaccurate or unclear.	With support, attempts to name and introduce the phenomenon, but some elements are inaccurate or unclear.	With some support, accurately names and introduces the phenomenon.	Independently, accurately names and introduces the phenomenon.
Explanation Steps: includes all parts of the explanation, explained in order		Includes one or more steps that do not accurately explain the phenomenon.	Includes two steps to explain the phenomenon; or steps are unclear and/or do not accurately explain the phenomenon.	Includes three or more steps that accurately explain the phenomenon. Steps are in the correct order.	Includes all steps to accurately explain the phenomenon. Steps are in the correct order.

Writing U2 W5 D1

Language	Not Observed	1	2	3	4
Verbs: uses present tense action verbs (L.2.2d)		Does not use present tense action verbs.	Uses some present tense action verbs.	Uses mostly present tense action verbs.	Uses all present tense action verbs.
Nouns: uses general nouns, naming a group or class, rather than something specific (L.2.1c)		Uses mostly specific nouns.	Switches between general and specific nouns.	Uses mostly general nouns.	Uses all general nouns.
Adjectives: words and prepositional phrases are used to describe the nouns; adjectives are packed into sentences, rather than spread out over several sentences (L.2.1b)		Does not include adjectives.	Uses one adjective to pack information into a sentence; or adjectives are unclear and do not accurately pack information.	Uses adjectives to pack information into two sentences.	Uses adjectives to efficiently combine sentences and pack information in three or more sentences.
Conventions	Not Observed	1	2	3	4
Sentence Complexity L.2.1f		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.

Writing U2 W5 D1

Capitalization L.2.2a		Minimally or incorrectly uses uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.
Punctuation L.2.2b L.2.2c		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.
Spelling L.2.2d L.2.2e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of learned spelling patterns and high frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials, word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (Sound Walls, personal dictionaries, etc.) when writing words.

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