

End of Unit Assessment Rubric: Unit 2

Text: adapted from “Erosion! The Ever-Changing Earth,”
Robin Koontz (Lexile 610)

Child’s name:

Date:

Prompt

Question 5. What do you see in Photograph 1 that shows the process and the effects of erosion? Use details from the text and photograph to support your answer. (RI.2.7)

Unit 2 Big Ideas

- Wind and water can change the shape of the land.
- Changes happen over time.

1 = Shows little evidence of meeting the standard; **2** = Shows some evidence of meeting the standard; **3** = Meets the standard

	1	2	3
Explains how the photograph shows erosion and supports the details in the text (R.11.2.c, R.11.2.d) (Question 5)	Does not clearly reference any details from the photograph or text.	Cites one detail from the photograph. The detail’s connection to the text may be vague or unclear.	Includes at least one detail from the photograph and connects those details to details in the text.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to unit big ideas.	Somewhat aligns response to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit’s big ideas.

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Prompt

Question 6. Reread the sections, “Human Impact” and “Possible Solutions.”

Use details from the text to answer these two questions:

What is one way that people speed up erosion?

What is one way that people can slow down erosion?

(RI.2.1, RI.2.3, 2.T2.4, W.2.8)

Unit 2 Big Ideas

- People can change the shape of the land.
- The changing shape of the land impacts people.
- Changes happen over time.

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard			
	1	2	3
Uses details from the text to answer “what” the human impact is on erosion (RI.2.1) (Question 6)	Does not answer either question using details from the text.	Answers one question using details from the text.	Answers both questions using details from the text.
Describes the impact humans have on erosion (R.6.2.b, 2.T2.4)	Does not demonstrate an understanding of humans’ impact on erosion.	Demonstrates a partial understanding of the ways humans either speed up or slow down erosion.	Demonstrates full understanding of how humans can both speed up and slow down erosion.
Gathers information from provided sources in order to respond to a question (W.1.2.b) (Question 6)	Responds to the prompt without clear references to details from the text.	Uses one key detail from the text to respond to the prompt. The reference may be vague or unclear.	Includes at least two details from the text to respond to the prompt.
Demonstrates conceptual understanding and knowledge about the topic. (overall)	Does not align response to unit big ideas.	Somewhat aligns response to unit big ideas.	Demonstrates conceptual understanding and knowledge about the unit’s big ideas.

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1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard				
Conventions	1	2	3	4
Sentence Complexity L.4.2.a	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.
Capitalization L.2.2.a	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.	Consistently capitalizes the first word in a sentence, holidays, product names, and geographic names.
Punctuation L.2.2.b L.2.2.c	Makes frequent errors in end punctuation, 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.2.2.d L.2.2.c	Makes severe errors in spelling, often obscuring meaning.	Makes 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 (word walls, personal dictionaries, etc.) when writing words.

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