

TCRWP: Second Grade Informational Reading/Writing Performance Assessment Rubric

2nd Reading Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4- Highly Effective	
R. Standard 2. : Students will ask and answer such questions as <i>who, what, where, and how</i> to demonstrate understanding of key details in a text.								
Use the following criteria to assess as a whole all three of the student’s post-it responses to <i>Amazing Arctic Animals</i>:								Score
	Provides only information that is not found in the text. Or Provides almost no information or questioning. Or Demonstrates almost no understanding of the information in the text.		Provides more than one detail from the text and demonstrates some understanding: Some details may be inaccurate; a question or comment may reveal a partial understanding of the text.		Provides multiple text details that are mostly accurate and demonstrates an understanding of the text.		Provides multiple accurate text details along with more elaborated questioning or writing about what’s important. May demonstrate inferential thinking from text evidence.	
								Total:

Reading Rubric Scoring Guide: Task 1: reading responses

Looking across the student’s drawing and writing, select the score point above that best matches the majority of the student’s work.

2nd Writing Rubric	Level 1- Novice	1.5	Level 2- Developing	2.5	Level 3- Effective	3.5	Level 4- Highly Effective	
W. Standard 2.2 : 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.								
Focus/ Sense of Genre	Names the topic and draws, writes, and/or dictates to tell about the topic of the task. Most writing and/or drawing is connected to the topic and some is informational.		Names the topic, possibly in a brief statement, a cover page (combination of writing/drawing) and/or with top-of-page headings. Most writing and/or drawing is connected to the topic and is informational.		Names the topic and makes clear that the writing is informational. All facts and details relate to and inform about the topic.		Engages the reader in the topic. Writer makes clear that he/she is teaching something important about the topic. The facts and details selected are relevant and important to the topic.	

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Structure	Drawing, annotations, and attempts at writing are grouped together to convey information. This may be only evident through interviewing the writer.		Some information is organized into categories or parts: <i>e.g.</i> a page or section heading matches the information within. Gestures towards an introduction and/or writes an ending.		Organizes most information into categories or parts, using headings. Uses linking words such as “ <i>and</i> ,” “ <i>another</i> ,” or “ <i>also</i> .” Writes an introduction and a conclusion.		Introduces the topic in a clear attempt to invite the reader into the piece. Organizes information into parts: each part contains mostly details that belong in that section. Uses linking words to show sequence, such as “ <i>before</i> ,” “ <i>after</i> ,” “ <i>later</i> ” when relevant.	
Development Includes Details	Writes and draws information about the topic: contains a picture(s) and/or writing that teaches about the topic.		Provides some factual information: <i>e.g.</i> through diagrams with annotations and the use of some simple sentences.		Provides mostly factual information, using a variety of sentence patterns and kinds of details within each section.		Provides factual information and explanations or examples to develop each section or sub-topic.	x 2:
Reading/ Research	At least one detail (written, drawn or dictated) is from the provided text.		Includes more than one detail from the provided text, including some vocabulary and/or descriptive words.		Includes multiple details from the provided text, including important vocabulary and descriptions.		Includes multiple details from the provided text, defining or explaining key vocabulary and concepts.	
Concepts of Print/ Language Conventions	The writing shows directionality and a sense of word, with letters generally representing each dominant sound in a word and spaces between many of the words. The child can point to words as he or she reads, demonstrating a grasp of one-to-one correspondence.		The writer writes with directionality. Some words are spelled conventionally. Some simple sentences are present, with ending punctuation. Upper and lower case letters are generally used appropriately.		Many words are spelled conventionally. The writer uses sentences: he/she capitalizes the beginning of sentences and uses ending punctuation. Some sentences are complex.		Most high-frequency words are spelled conventionally. Sentences are punctuated, with consistent ending punctuation and an emergent use of internal punctuation. There is a variety of sentence lengths and structures.	
								Total:

Writing Rubric Scoring Guide: Task 2 – Information Writing

- Circle the descriptor in each row that best describes the student’s work in this category. If the work falls between two descriptors, check a mid-point box to indicate this. Use the scoring box to the right of the table to record the score for each category.
- For the category “Development: Includes Details,” double the points and record in the box to the right, as indicated by the “x 2.” This is because development counts more towards the overall success of the piece than other individual categories.
- Total the number of points from all the categories for a total writing score.

Scaled Score for Entire Performance Assessment:

- Add the total points from the reading and writing rubrics to come up with a raw score.
- Use the following table to calculate a scaled score:

Total Points	Scaled Score
1-7	1
7.5-10.5	1.5
11-14	2
14.5-17.5	2.5
18-21	3
21.5-24.5	3.5
25-28	4

- To look closely at growth between pre- and post-assessments, keep this rubric with the circled descriptors.
- **You will want to track growth across sub-sections, not just in scaled score.**