

Second Grade Reading Rubric	Level 1- Novice	Level 2- Intermediate	Level 3- Proficient	Level 4- Above Proficient
<p><b>Analyzing the structure of texts.</b></p> <p><b>R. Standard 2.5</b> Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently</p>	<p>Student does not identify a feature (table of contents/index or text box/glossary) in explaining how he/she located key information.</p> <p>Or</p> <p>Student cites information that does not match the prompt, demonstrating that he/she has not used text features to accurately locate key information.</p>	<p>Correctly identifies one of the text features in the book.</p> <p>Demonstrates the ability to use one of the text features to locate key information.</p>	<p><b>Know and use various text features to locate key facts or information in a text efficiently.</b></p> <p>Accurately locates table of contents and/or index, text box and/or glossary to find key information. Correctly identifies these features.</p> <p>Demonstrates the ability to use these features to locate key information.</p> <p>i.e.</p> <p>“I used the index [or table of contents] to figure out that pages 8-9, 20-21 and 21-22 are about saving water. I found more information about the word “population” in the text box [or glossary].”</p>	<p>Accurately identifies and uses more than one text feature to locate key information (as in Level 3).</p> <p>Also elaborates on the helpfulness of the text feature and its role in supporting the reader’s understanding of the information.</p> <p>i.e.</p> <p>“The glossary is where you can learn more about words that are new. In the glossary, I learned more about what population really means.”</p>

TCRWP Informational Reading and Information Writing Rubric-Second Grade –2013-2014

Second Grade Reading Rubric (cont'd)	<u>Level 1- Novice</u>	<u>Level 2- Intermediate</u>	<u>Level 3- Proficient</u>	<u>Level 4- Above Proficient</u>
<p><b>Delineating and Evaluating Argument and Claims</b></p> <p><b>R. Standard 2.8</b> Describe how reasons support specific points the author makes in a text.</p>	<p>Confuses the relationship between reasons and points in the text. Demonstrates a misunderstanding of how the author supports a point with reasons.</p> <p>May repeat the prompt without adding any additional evidence from the text:</p> <p>i.e.</p> <p>“It’s important to save water because it’s a good thing to do.”</p>	<p>Names which reasons support a specific point in the text.</p> <p>i.e.</p> <p>“It’s important to save water because we can’t use all of the water there is on Earth.”</p>	<p><b>Describe how reasons support specific points the author makes in a text.</b></p> <p>Describes how more than one reason supports a specific point in the text, and elaborates to explain the connections.</p> <p>i.e.</p> <p>“This book teaches that it’s important to save water because we can’t use all the water there is on Earth. This shows that it’s so important to save the water we can use.”</p> <p>“Another reason we should save water is that there are more and more people. This means more people need water, so we should save water so more people can have it.”</p>	<p>Describes how more than one reason supports a specific point in the text, using multiple parts of the text, including text features, to locate supporting reasons.</p> <p>i.e. student references text box on page 9 or captions on pages 8-9 in addition to sentences from the main body of the text in describing how the author supports the point that it’s important to save water.</p>

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<p><b>Focus/Structure</b></p> <p><b>W. Standard 2.2</b></p> <p><b>Introduces topic; provides a concluding statement</b></p> <p>Write informative/explanatory texts in which they <u>introduce a topic</u>, use facts and definitions to develop points, and <u>provide a concluding statement or section</u>.</p>	<p>Provides no introduction or conclusion.</p> <p>The focus of the explanation is unclear due to this omission.</p>	<p>Demonstrates a clear focus in the response by providing either an introductory or a concluding sentence or statement.</p> <p>i.e.</p> <p>“The author gives a lot of reasons to explain why we should save water.” (intro)...”</p> <p><u>or</u></p> <p>“All of this shows that we should save water.”</p>	<p><b>Introduces a topic</b></p> <p><b>Provides a concluding statement.</b></p> <p>Provides an introduction and a conclusion to his/her response.</p> <p>i.e</p> <p>“The author gives a lot of reasons to explain why we should save water.” (intro)...”</p> <p><u>And</u></p> <p>“All of this shows that we should save water.”</p>	<p>Provides a more elaborate introduction and conclusion.</p> <p>May comment on the author’s craft as a way to say more about the connection between the sentence and the section.</p> <p>i.e.</p> <p>“This author gives great examples of how garbage can be a problem.”</p> <p>And</p> <p>“This sentence is just one example that the author gives to show the problems of garbage.”</p>
<p><b>Development</b></p> <p><b>W. Standard 2.2</b></p> <p><b>Develops points using facts and definitions</b></p> <p>Write informative/explanatory texts in which they introduce a topic, <u>use facts and definitions to develop points</u>, and provide a concluding statement or section.</p>	<p>The response offers no information to develop a point, merely repeating the prompt or copying text exactly as it appears with no interpretation.</p>	<p>Response is brief and underdeveloped. Student does mention at least one fact or text example to show how the author supported the point in question.</p> <p>May list information that does not support the topic.</p>	<p><b>Develops points with facts and definitions.</b></p> <p>Explains how the author’s reasons support a specific point using facts from the text.</p> <p>i.e.</p> <p>“We can only use a small amount of all the water there is in the world. This goes with the author’s point that we need to save water.”</p>	<p>Develops a point with facts, definitions, and some details from the text that the student writes to elaborate on.</p> <p>i.e.</p> <p>“Even though the oceans are full of water, it is too salty for us to drink. This means we can’t use all the water there is on the Earth, even though there is a lot of it. We really need to save the water we can use so we have enough.”</p>

