



Core Ready Writing Rubric

Grade 2 What's the Big Idea? Using Text Features to Locate Key Information

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
Participate in a shared research project, making both shared and individual contributions to the writing.	Student demonstrates little or no evidence of participating in a shared research project. Makes few or no shared or individual contributions to the writing even with prompt and support.	Student demonstrates some evidence of participating in a shared research project. Attempts to make some shared and individual contributions to the writing with some success. May need prompting and support.	Student demonstrates solid evidence of participating in a shared research project. Successfully makes both shared and individual contributions to the writing. Some components may be more developed than others.	Student consistently demonstrates solid evidence of participating in a shared research project. Successfully makes many shared and individual contributions to the writing. Ideas may be particularly thoughtful or detailed.	RI.2.1 RI.2.2 RI.2.5 RI.2.10 W.2.7 W.2.8 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.6
Create and present a piece of informational text on an individual of choice that clearly introduces a topic, is developed by the addition of facts and details, and includes a concluding statement, headings, relevant images, and editing for writing conventions.	Student demonstrates little or no evidence of success creating and/or presenting a piece of informational text on an individual of choice. Does not include all required components. Few or no facts or details included. May be many inaccuracies. Lacks understanding of text features.	Student demonstrates some success creating and presenting a piece of informational text on an individual of choice. Some required components may lack development, accuracy, or relevancy to focus.	Student successfully creates and presents a piece of informational text on an individual of choice. Includes all required components, which are developed, accurate, and relevant.	Student creates and presents an accurate and detailed piece of informational text on an individual of choice. Includes all required components, which are thoughtfully chosen, thoroughly developed, accurate, and relevant. May include features not required.	W.2.2 W.2.6 SL.2.1a SL.2.1b SL.2.1c SL.2.2 SL.2.3 SL.2.4 SL.2.5 SL.2.6 L.2.1 L.2.2 L.2.3 L.2.6
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	Student makes little or no attempt to strengthen writing as needed by responding to feedback, focusing on a topic, or revising and editing, even with extensive adult prompting and support.	Student attempts to strengthen writing as needed by responding to feedback, focusing on a topic, and revising and editing. Revisions may not connect to suggestions or strengthen piece effectively.	Student strengthens writing as needed by responding to feedback, focusing on a topic, and revising and editing. Revisions usually connect to feedback and enhance the piece. Some areas of writing may be more developed than others.	Student effectively strengthens writing as needed by responding to feedback and revising and editing. Revisions are responsive and thoughtful and consistently serve to enhance piece. May proactively seek feedback to improve writing.	W.2.5

Core Ready Writing Rubric, Grade 2, *continued*

Lesson Set Goal	Emerging	Approaching	Achieving	Exceeding	Standards Alignment
With guidance and support from adults and peers, share writing with others in meaningful ways.	Student shows little or no evidence of attempting to share writing with others in meaningful ways.	Student attempts to share writing with others but may lack focus and sense of purpose at times.	Student successfully shares writing with others in meaningful ways. In most or all instances, student uses a variety of tools and effective collaboration to prepare the piece for presentation.	Student clearly, thoroughly, and effectively shares writing with others in a meaningful way. Student accurately uses a variety of tools and proactively seeks collaboration, when necessary, in order to prepare the piece for presentation.	W.2.6,
Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Student demonstrates little or no evidence of understanding of key details in the text through asking and/or answering questions about the text.	Student demonstrates some evidence of understanding of key details in the text through asking and answering questions about the text.	Student shows solid evidence of understanding key details in the text through asking and answering questions about the text.	Student consistently shows solid evidence of understanding key details in the text through asking and answering high-level questions about the text and providing solid textual evidence to support thinking.	RI.2.1
By the end of year, read and comprehend a variety of informational texts in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Student shows little or no evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows inconsistent evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band.	Student shows solid evidence of reading and comprehending texts appropriate for the grade 2–3 text complexity band independently and proficiently. May need scaffolding at the grade 3 level.	Student shows solid evidence of reading and comprehending complex texts above the grade 2–3 text complexity band independently and proficiently.	RI.2.10
In collaborative discussions, exhibit responsibility for the rules and roles and purpose of conversation.	Student makes little or no attempt to participate in collaborative discussions and build on others' talk by linking their comments to others. Often disregards the rules and roles of conversation even with prompting.	Student inconsistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation but needs frequent prompting.	Student usually participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation. May need some prompting.	Student consistently participates in collaborative discussions and builds on others' talk by linking their comments to others. Student observes the rules and roles of conversation with little or no prompting.	SL.2.1a SL.2.1b
In collaborative discussions, ask questions in a manner that enhances understanding of the topic.	Student makes little or no attempt to ask questions that enhance understanding of the topic.	Student occasionally asks questions to clarify or build understanding of the topic or text under discussion but usually requires support or prompting.	Student asks questions that effectively clarify or build understanding of the topic or text under discussion. May need occasional support or prompting.	Student often asks effective and focused questions to clarify or build understanding of the topic or text under discussion. Proactively uses this strategy to support own learning.	SL.2.1c
Speak in complete sentences when appropriate.	Student shows little or no evidence of speaking in complete sentences when appropriate.	Student shows some evidence of attempting to speak in complete sentences when appropriate.	Student shows solid evidence of speaking in complete sentences when appropriate.	Student shows exceptional evidence of speaking in complete sentences when appropriate.	SL.2.6
Demonstrate knowledge of standard English and its conventions.	Student demonstrates little or no knowledge of standard English and its conventions.	Student demonstrates some evidence of knowledge of standard English and its conventions.	Student consistently demonstrates knowledge of standard English and its conventions.	Student demonstrates an exceptional understanding of standard English and its conventions. Use of conventions is sophisticated for grade level and accurate.	L.2.1 L.2.2 L.2.3
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Student shows little or no evidence of the acquisition and/or use of grade-appropriate words and phrases.	Student shows some evidence of acquiring and using grade-appropriate words and phrases.	Student shows solid evidence of acquiring and using grade-appropriate words and phrases.	Student shows a high level of sophistication and precision when using grade-appropriate words and phrases.	L.2.6

Note: See the Core Ready Rubrics chart in the Walkthrough at the beginning of the book for descriptions of category headers.