

Grade 2: Informative Writing Rubric with WIDA language proficiency levels

	Significantly Below WIDA Entering	Below Grade Level WIDA Emerging	Approaching Grade Level WIDA Developing/Expanding	Meets Grade Level WIDA: Bridging/Reaching
<p>Ideas Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly (W.2.2)</p>	<p>1~Uses a combination of drawing with labels, dictating and writing in which they name what they are talking about and provide limited information on the topic 1~Uses sentence frames or starters to provide details</p>	<p>2~Writes sentences/ captions for pictures/ photographs providing limited information on the topic 2~Uses graphic organizers and sentence stems to support writing.</p>	<p>3~Writes informative/ explanatory texts to examine a topic and convey ideas and information clearly with a teacher supported graphic organizer 3~Includes main ideas with supporting details</p>	<p>4~Writes informative/explanatory texts to examine a topic and convey ideas and information 4~Includes main ideas that are fully supported by strong and concise supporting details</p>
<p>Organization Introduces topic, includes supporting with facts and definitions to develop points, and provides a concluding section. (W.2.2)</p>	<p>1~Attempts an introduction in L1 and/or using pictures/single words. 1~Attempts to convey information using L1 or pictures/ single words or ideas 1~May attempt to write a conclusion using a formulaic ending (i.e. the end)</p>	<p>2~Attempts an introduction with the support of a sentence frame 2~Attempts to convey factual information with pictures and labels or with sentence frames 2~Attempts to write a conclusion with sentence frames or starters.</p>	<p>3~Writes an introduction 3~Includes facts and definitions 3~Writes a recognizable conclusion</p>	<p>4~Writes a strong introduction 4~Includes supporting details about topic with facts and definitions 4~May incorporate informational text features (i.e. maps, diagrams, tables...) 4~Writes a well-formulated conclusion</p>
<p>Sentence Fluency Uses sentence varieties (simple, compound, prepositional phrases and time clauses) (L.2.1f)</p>	<p>1 ~May write sentences with common verbs (is/are; have/has) using a sentence frame, single words and/or copied text</p>	<p>2 ~Communicates with single words, phrases, or short sentences. 2 ~Uses formulaic or practiced sentences. 2 ~May attempt to show time</p>	<p>3 ~Uses some sentence variety (simple, compound) 3 ~Attempts to use some prepositional phrases 3 ~Uses one or more time clauses with a word bank</p>	<p>4 ~Varies sentence structure to make the piece more interesting to read (simple & compound) 4 ~Uses a range of prepositional phrases 4 ~ Uses varied time clauses</p>
<p>Word Choice Uses common verbs and past tense irregular verbs (L.2.1d) Uses adjectives and adverbs (L.2.1e) Uses specific vocabulary and phrases (L.2.1a,b,c)</p>	<p>1~Uses common vocabulary</p>	<p>2 ~Uses common verbs 2 ~Uses simple adjectives 2 ~Uses some specific content words with the support of a word bank</p>	<p>3 ~Uses common verbs and the past tense of irregular verbs 3 ~Uses common adjectives and some more descriptive ones 3 ~Uses some adverbs 3 ~Uses some specific / technical vocabulary</p>	<p>4 ~Uses a range of verbs 4 ~Uses a range of adjectives 4 ~Uses a range of adverbs 4 ~Uses specific vocabulary and phrases</p>

<p>Conventions Spells grade appropriate words correctly (L.2.2) Uses correct capitalization (L.2.2) Uses correct punctuation including commas (L.2.2)</p>	<p>1 ~Copies words correctly 1 ~Uses an alphabet chart or word wall to spell some words with help 1 ~May attempt capitalization. 1 ~May attempt to use end punctuation with a sentence frame</p>	<p>2 ~Spells some grade appropriate words correctly 2 ~Attempts to use spelling patterns but comprehensibility is difficult 2 ~Uses some capitalization 2 ~Uses some end punctuation</p>	<p>3 ~Spells many grade appropriate words correctly 3 ~Attempts to use spelling patterns when writing words 3 ~Most capitalization is correct 3 ~Most punctuation is correct with some attempt at commas or apostrophes evident if needed</p>	<p>4 ~Spells grade appropriate words correctly 4 ~ Uses learned spelling patterns when writing words (boy-boil) 4 ~Uses correct capitalization 4 ~Uses correct punctuation including commas and apostrophes if needed</p>
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POINTS	SCORE	ELL Levels	POINTS	SCORE	MAINSTREAM LEVEL
1-11	1	Entering ELL	1-30	1	Does Not Meet
12-30	2	Emerging ELL			
31-43	3	Developing ELL	31-54	2	Approaches
44-54	4	Expanding ELL			
55-68	5	Bridging/Reaching	55-68	3	Meets Expectations