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## Second Grade Expository Rubric

	1	2	3	4
Ideas & Content (X3)	<p>The writing is not or very rarely on topic.</p> <p>Has one topic, but focus on it is inconsistent.</p> <p>Main ideas support the topic, but may overlap (writing is repetitive, or the same evidence can be used to support each).</p> <p>Includes a topic sentence, although it may be ineffective (e.g., "I like dogs.").</p> <p>Creates a simple stand alone text that expresses a clear message.</p> <p>Does not elaborate through addition of details without prompting.</p> <p>Details may be irrelevant or distracting.</p> <p>Attempts to include evidence to support a point. Can be a "because" statement (e.g., We should go there <i>because</i> it will be fun).</p>	<p>The writing is generally on topic, though focus wavers.</p> <p>Has one topic but some details/information may be missing or irrelevant.</p> <p>Main ideas are distinct, but may be too narrow to allow for rich evidence or elaboration.</p> <p>Includes a simple topic sentence (e.g., "Dogs are wonderful animals.").</p> <p>Creates easily recognizable pictures and text; the reader does not need the writer to explain the piece.</p> <p>Details begin to surface, though some are non-essential. Details are mainly just stated facts.</p> <p>Includes "informal" evidence to support a point, such as a personal connection. The evidence may not support the point of the writing entirely.</p>	<p>The writing is on topic and in the correct genre.</p> <p><b>(2.2)</b> The topic is very clear and focused throughout, and the writer attempts to use facts and definitions to support it.</p> <p>Main ideas are broad, yet distinct. They offer good support for the topic and allow for more robust supportive detail.</p> <p>Includes a more detailed, overarching topic sentence (e.g., "Dogs are wonderful animals for many reasons.").</p> <p>The topic is well developed through the text, and pictures, if present, add to the meaning.</p> <p>Most, but not all, details support the main ideas. Details are still stated as facts.</p> <p>Some important ideas, which support the topic, are elaborated upon.</p> <p>Writing is much more detailed; may seem the writer recorded everything he/she remembered,</p> <p>Includes evidence to support a point, some being more focused.</p>	<p>The writing demonstrates mastery of the genre.</p> <p><b>(3.2.b)</b>The topic is narrow and focused throughout, and all details, facts and definitions support it effectively.</p> <p>Main ideas begin to support the underlying message as well as the stated topic, and allow for rich evidence and elaboration.</p> <p>Includes an effective topic sentence that states one or two main ideas (e.g., "Dogs are wonderful animals because they are good companions and love to play.").</p> <p>Details support the topic sentence and main ideas. Levels of support are developing, though there may be too many details.</p> <p>Important ideas, which support the topic, are consistently elaborated upon.</p> <p>Includes much more focused evidence to support points and author's message.</p> <p>Attempts to cite sources or texts, if prompt allows.</p>
Organization (X2)	<p>Includes a clear introduction, but does not yet present main ideas.</p> <p>Does not yet include a hook.</p> <p>Begins to group related information, but does not yet develop paragraphs.</p> <p>Uses some chronological order words (may be repetitive or not add to the piece).</p> <p>Includes a conclusion, though it may be limited or unclear.</p> <p>Includes a title.</p>	<p>The introduction presents the topic. Main ideas are present but may not be clearly related/aligned.</p> <p>Attempts to hook the reader (though it may not be totally effective).</p> <p>Attempts paragraphing by writing a topic sentence and including main ideas to support it.</p> <p>Uses varied and effective chronological order words to support the logical ordering of events.</p> <p>Provides some sense of closure with a definite concluding statement (other than simply "The End").</p> <p>Has a title, though it may not be succinct or fully supported by the main ideas.</p>	<p><b>(2.2)</b>The introduction presents the topic sentence and <b>clearly related</b> main ideas.</p> <p>Uses an effective strategy (e.g., fact, quote, statistic, anecdote) to hook the reader.</p> <p>Develops paragraphs by writing main idea sentences and including supporting information.</p> <p>Uses chronological order words and some basic transitional words and phrases to move the reader through the piece and successfully link parts of the text.</p> <p><b>(2.2)</b> Provides a concluding statement or section, sometimes through a response to the topic ("I can't help but tremble when I think about lions").</p> <p>Has an effective and succinct title that is fully supported by the main ideas.</p>	<p><b>(3.2.a)</b> Introduces a topic clearly by using an effective strategy to hook the reader (e.g., descriptive segment, unusual fact, quote, statistic, anecdote).</p> <p>Develops paragraphs with supporting information around logical points or events, and consistently groups together related information.</p> <p><b>(3.2.c)</b>Uses linking words and phrases (e.g. <i>also, another, and, more, but</i>) to connect ideas within categories of information and provide momentum for reader,</p> <p><b>(3.2.d)</b>Provides a concluding statement or section that links back to the topic sentence and main ideas and attempts an evaluative statement.</p> <p>Has a concise title that synthesizes or "goes beyond" the main ideas.</p>
Voice (X1)	<p>BIG letters, exclamations, sound effects, underlining, repetition and pictures might be used for emphasis.</p> <p>There are moments of audience awareness, but these may fade.</p> <p>Touches of originality are found in the text and pictures.</p>	<p>Writer attempts to reach an audience.</p> <p>Captures a general mood such as happy, sad or mad.</p> <p>Begins to show how the writer really thinks and feels about the topic.</p>	<p>The writing is expressive and clearly engages an audience.</p> <p>Writer has taken an interesting slant on an idea and made it her/his own.</p> <p>Tries a new word, interesting image, or unusual detail.</p>	<p>The tone is identifiable—compassionate, frustrated, terrified, humorous, etc. Shows that an event or topic is exciting, sad, proud or scary through meaning created by details.</p> <p>Clearly has an intended audience and message in mind.</p> <p>The writer takes real risks, creating a truly individual piece of writing.</p>
Word Choice (X1)	<p>Words may be copied from around the room, showing awareness of their meaning.</p> <p>"Stretches" to use new words even if he/she cannot spell them yet.</p> <p>Uses basic and general nouns, verbs and adjectives.</p>	<p>Uses common words (high-frequency, word wall words) appropriately.</p> <p>Attempts to use topic-specific words and varies vocabulary to add interest</p> <p>Uses specific nouns (e.g. poodle rather than dog).</p>	<p>Uses just the right words or phrases (combines common words with more specific words).</p> <p>Successfully uses vocabulary that is specific to the topic to enhance and clarify meaning.</p> <p>Uses lively verbs (e.g. jumped rather than went).</p>	<p>Thoughtfully and creatively chooses words to convey a message, and combines a variety of words to do so.</p> <p>Uses precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>Uses specific nouns, lively verbs, and more varied adjectives.</p>