

WRITING PORTFOLIO GUIDE: Grade 2 Informational Writing



Connecticut State Department of Education

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WRITING PORTFOLIO GUIDE: Grade 2 Informational Writing

To develop and promote effective writing assessment resources that align to the Connecticut Core Standards, the Connecticut State Department of Education (CSDE) developed training materials to support classroom teachers' instruction of writing throughout the year. This particular Grade 2 guide includes a grade-appropriate text and an evidence-based writing prompt that was administered to over 100 second-grade students representing a range of writing abilities from across Connecticut. The CSDE collected and scored their responses with guidance from the Writing Assessment Advisory Committee.

These materials can be used for classroom-, building-, or district-level training to support evidence-based student writing.

Background

During the fall and early winter of 2016, English Language Arts (ELA) consultants from the CSDE visited over a dozen Grade 2 classrooms in Connecticut in which the informational text, *Where Do Polar Bears Live?*, written by Sarah L. Thompson, was read aloud to students. Following the reading, the class was provided a copy of the full text for reference, and the writing prompt on which the students based their written response. This process took approximately 50 minutes to complete.

Student responses were scored across three writing dimensions (Organization/Purpose, Evidence/Elaboration, and Conventions) using Connecticut-developed scoring rubrics aligned to the Smarter Balanced ELA Performance Task Writing Rubrics and the Connecticut Core Standards for Grade 2.

The collection represents a range in both depth and abilities. Examining student responses across the three dimensions for writing provides teachers with a closer look at individual and group strengths and weaknesses in writing. In particular, this writing prompt calls for students to use evidence-based examples in their written response. By looking more closely at the three scoring dimensions, teachers can provide students with specific tools and instruction needed to meet the grade-level expectations set in the standards.

The scoring rubrics were meant to be general and can be used with a variety of writing assignments across content areas and purposes. They can be used in part to focus on one particular dimension, such as using Evidence/Elaboration, or in their entirety to identify students' strengths and weaknesses in writing.

Student Exemplars

The exemplar set for grade 2 informational writing contains a stimulus, an item stem, scoring rubrics, a Smarter Balanced Performance Task Conventions Scoring Chart, writing anchor papers, and a student-friendly rubric.

Directions for using this ELA/Literacy guide:

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the specific rubrics for each dimension and score point.
3. Read through the condition code document to better understand how to score unusual responses.
4. Read the student's response each time a new rubric is used.

Writing Portfolio Guide Glossary

Source: informational or research-based texts from various academic disciplines for students to use as evidence or support in their writing.

Item Stem/Your assignment: a paragraph prompting the student to create a focused written response.

Anchor papers: examples of student responses and scoring comments ordered from high to low by score point. In this set of anchor papers, each student response received three annotated scores: a score for Organization/Purpose, a score for Evidence/Elaboration, and a score for Conventions.

Scoring Rubrics: a description of the item expectations that includes a description of response characteristics typically exhibited at each score-point to ensure consistent scoring.

Scores with Plus or Minus

Within a score point there are varying levels, from the low end of the point indicated by a minus sign, to the very high end of a score point, indicated by a plus sign. This allows us to differentiate when hand scoring between those students who are either barely within a score point and those that are close to the next score point. This additional information is beneficial when learning to score a paper and when determining next steps in instruction based on students' strengths and weaknesses.

Grade 2 Informational Writing

Source: Thompson, S. (2010). *Where Do Polar Bears Live?* HarperCollins Publishers: New York, NY.

Item Stem/Your assignment: Animals need special ways to help them survive life in the Arctic. After reading *Where Do Polar Bears Live?*, write a response to explain the things about a polar bear's body that help it live in such a cold place. Choose the most important information and be sure to use details from the text to support your ideas.

Grade 2 Informational Writing Scoring Rubrics

Grade 2 Informational Writing Rubric: ORGANIZATION/PURPOSE				
Score	4	3	2	1
Organization/Purpose	<p>The response is clearly organized and consistently focused. The response:</p> <ul style="list-style-type: none"> • clearly states a controlling/main idea • strongly maintains the focus for the purpose and audience • effectively uses linking words/phrases to connect ideas • provides an effective concluding statement/section 	<p>The response is adequately organized and generally focused. The response:</p> <ul style="list-style-type: none"> • adequately states a controlling/main idea • mostly maintains the focus for the purpose and audience • adequately uses linking words/phrases to connect ideas, but some ideas may be loosely connected • provides an adequate concluding statement/section 	<p>The response is somewhat organized and unevenly focused. The response:</p> <ul style="list-style-type: none"> • states a controlling/main idea that is somewhat unclear • insufficiently sustains the focus for the purpose and/or audience • inconsistently uses linking words/phrases to connect ideas • provides a weak concluding statement/section 	<p>The response lacks organization and/or focus. The response:</p> <ul style="list-style-type: none"> • lacks a controlling/main idea; may be too brief • is unfocused and may drift from the purpose and/or audience • uses few, if any, linking words/phrases to connect ideas • lacks a concluding statement/section

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Grade 2 Informational Writing Rubric: EVIDENCE/ELABORATION				
Score	4	3	2	1
Evidence/Elaboration	<p>The response provides effective elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> thoroughly supports the controlling/main idea using relevant information and facts effectively integrates evidence from sources effectively uses vocabulary/language appropriate to the task (may mix precise and more general language) effectively uses an appropriate style that enhances the content 	<p>The response provides adequate elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> adequately supports the controlling/main idea using information and facts adequately integrates some evidence from sources adequately uses vocabulary/language appropriate to the task (may mix general language with some precise language) adequately uses an appropriate style to support the content 	<p>The response provides some elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> provides information and facts that are insufficiently connected to the controlling/main idea integrates some evidence from sources, but may be ineffective, awkward, or vague uses some vocabulary/language appropriate to the task (simplistic language used) attempts to create an appropriate style to support content, but may be inconsistent or weak 	<p>The response does not provide relevant elaboration of the support/evidence for the topic. The response:</p> <ul style="list-style-type: none"> provides no information and facts to support the controlling/main idea integrates evidence from sources that is incorrect or irrelevant; lacks evidence uses vague, unclear, or confusing vocabulary/language provides little or no evidence of an appropriate style to support content

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Grade 2 Informational Writing Rubric: CONVENTIONS			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling 	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling

January 20, 2017

CONVENTIONS	
Holistic Scoring:	<ul style="list-style-type: none"> Variety: A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling. Severity: Basic errors are more heavily weighted than higher-level errors. Density: The proportion of errors to the amount of writing done well. This includes the ratio of errors to the length of the piece.

Smarter Balanced — Conventions Chart — April 2014 Grades K–1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Capitalize:</p> <ul style="list-style-type: none"> the first word in a sentence. the pronoun I. names of people. days of the week. months of the year. 	<p>Use end punctuation for sentences.</p> <p>Use commas</p> <ul style="list-style-type: none"> in dates. to separate single words in a series. 	<p>Nouns:</p> <ul style="list-style-type: none"> Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <p>Verbs:</p> <ul style="list-style-type: none"> Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). <p>Pronoun:</p> <ul style="list-style-type: none"> Correctly use common personal, possessive, and in-definite pronouns (e.g., I, me, my; they, them, their; anyone, every-thing). <p>Determiners:</p> <ul style="list-style-type: none"> Correctly use determiners (e.g., articles, demon-stratives). <p>Conjunctions:</p> <ul style="list-style-type: none"> Correctly use frequently occurring conjunctions (e.g., and, so, but, because). 	N/A

Smarter Balanced — Conventions Chart — April 2014 Grade 2

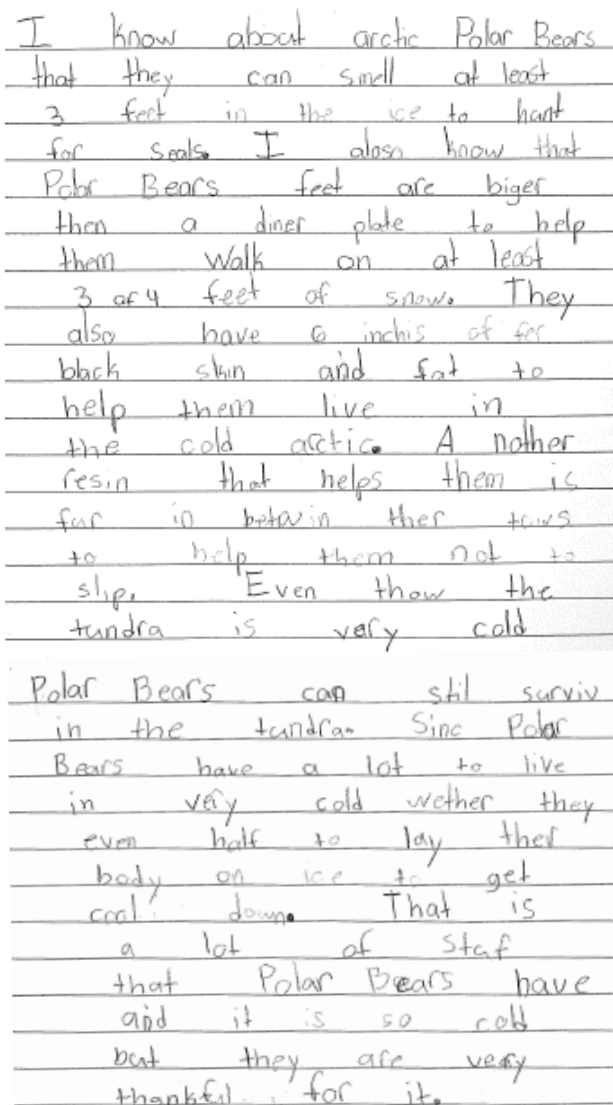
Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Spell words at grade level and below correctly. 	<p>Capitalize:</p> <ul style="list-style-type: none"> • holidays. • product names. • geographic names. • greetings and closings. 	<p>Use commas</p> <ul style="list-style-type: none"> • in greetings and closings of letters. <p>Use an apostrophe</p> <ul style="list-style-type: none"> • to form contractions. • in [frequently occurring] possessives. 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use collective nouns (e.g., group). • Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <p>Pronouns:</p> <ul style="list-style-type: none"> • Correctly use reflexive pronouns (e.g., myself, ourselves). 	N/A

Smarter Balanced Condition Code Categories

For the purposes of scoring open-ended responses on the summative test, including Performance Tasks, Smarter Balanced applies the following Condition Code Categories to capture those responses that do not fulfill the expectation of the test item. In some cases, a student may not provide a response, while another case may include a response unrelated to the question or topic being assessed. These codes allow the handscorer to categorize the type of response and provide more information than merely scoring it a zero.

Condition Codes	Smarter Balanced Condition Code Category Updated April 25, 2017
B	<p>Blank</p> <p>No response provided</p>
I	<p>Insufficient</p> <p>a. Student has not provided a meaningful response. Some examples:</p> <ul style="list-style-type: none"> • Random keystrokes/handstrokes • Undecipherable text • <i>I hate this test</i> • <i>I don't know, IDK</i> • <i>I don't care</i> • <i>I like pizza!</i> (in response to a reading passage about helicopters) • Response consists entirely of profanity <p>b. For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> • student's original work is insufficient to determine whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics; or • response is too brief to determine whether it is on purpose or on topic.
L	<p>Non-Scorable Language</p> <p>ELA/literacy: Language other than English and/or Mathematics: Language other than English or Spanish</p>
T	<p>Off Topic <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off topic when the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative).</p> <ul style="list-style-type: none"> • Off-topic responses are generally substantial responses.
M	<p>Off Purpose <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> • An off-purpose response addresses the topic of the task, but not the purpose of the task. • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. • Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Grade 2 Anchor Sets

GRADE 2	P-1	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	2-
 <p>I know about arctic Polar Bears that they can smell at least 3 feet in the ice to hunt for seals. I also know that Polar Bears feet are bigger than a dinner plate to help them walk on at least 3 or 4 feet of snow. They also have 6 inches of fur, black skin and fat to help them live in the cold arctic. A nother reason that helps them is fur in betwin their toes to help them not to slip. Even thow the tundra is very cold</p> <p>Polar Bears can stil surviv in the tundra. Since Polar Bears have a lot to live in very cold wether they even have to lay their body on ice to get cool down. That is a lot of staf that Polar Bears have and it is so cold but they are very thankful for it.</p>			<p>4: The student attempts an opening statement/introduction. There is a conclusion. The focus is maintained and the student uses linking words and phrases (<i>Another reason that helps them is...</i>) somewhat effectively.</p> <p>4: Ideas are well elaborated, detailed and specific. The information is paraphrased throughout, with a mix of effective vocabulary (<i>tundra</i>).</p> <p>2-: The student frequently misspells basic words (<i>then/than, fur, bigger, their/there</i>) and uses random capitalization. The sentence structure is somewhat problematic.</p>	

"I know about arctic polar bears that they can smell at least 3 feet in the ice to hunt for seals. I also know that polar bears feet are bigger than a dinner plate to help them walk on at least 3 or 4 feet of snow. They also have 6 inches of fur, black skin, and fat to help them live in the cold arctic. Another reason that helps them is fur in between their toes to help them not to slip. Even though the tundra is very cold, polar bears can still survive in the tundra. Since polar bears have a lot to live in very cold weather, they even have to lay their body on ice to get cooled down. That is a lot of stuff that polar bears have and it is so cold but they are very thankful for it."

GRADE 2	P-2	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	1+

Can you imagine a place that's -50° me neither but there's a few animals that live like that and I'm going to teach you about one of the animals and how they survive and what helps them survive I'm going to teach you about: polar bears! So polar bears have 6 inch fur! Now that's amazing. 6 inches wow! They also have blubber which is fat that helps them stay warm now let's get to what they eat polar bears eat seals they wait as quiet as a mouse and never make a sound when a seal comes the polar bear uses it's claws to get to the meat that's very unique we can't do that and that's why they are so amazing.

"Can you imagine a place that's -50°. Me neither, but there's a few animals that live like that and I'm going to teach you about one of the animals and how they survive and what helps them survive I'm going to teach you about: polar bears! So, polar bears have 6-inch fur! Now that's amazing. 6 inches. Wow! They also have blubber, which is fat that helps them stay warm. Now let's get to what they eat. Polar bears eat seals. They wait as quiet as a mouse and never make a sound. When a seal comes, the polar bear uses its claws to get to the meat. That's very unique. We can't do that and that's why they are so amazing."

4: The response includes an opening (*Can you imagine a place that's -50°. Me neither but there's a few animals that live like that and I'm going to teach you about one of the animals...*) and includes a focus throughout that supports what the student knows about polar bears. Ideas are well connected. The response also includes a conclusion.

4: The response includes strong control, elaboration, and details (*6-inch fur...blubber which is fat that helps them stay warm...they wait as quiet as a mouse and never make a sound...uses its claws to get to the meat...*).

1+: The response inconsistently uses punctuation and capitalization. The student includes apostrophes randomly throughout.

GRADE 2	P-3	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3	3	1

In the Arctic lives a Polar bears. Polar bears have long thick fur that can grow up to 6 inches. Under that fur there is blubber. Blubber is fat that keeps a Polar bears warm. Polar bears have pads at the bottom of their feet so they do not slip on ice. Polar bears have claws to peel skin off the seal. a seal is a Polar bears prey. This is my response about where Polar bears live.

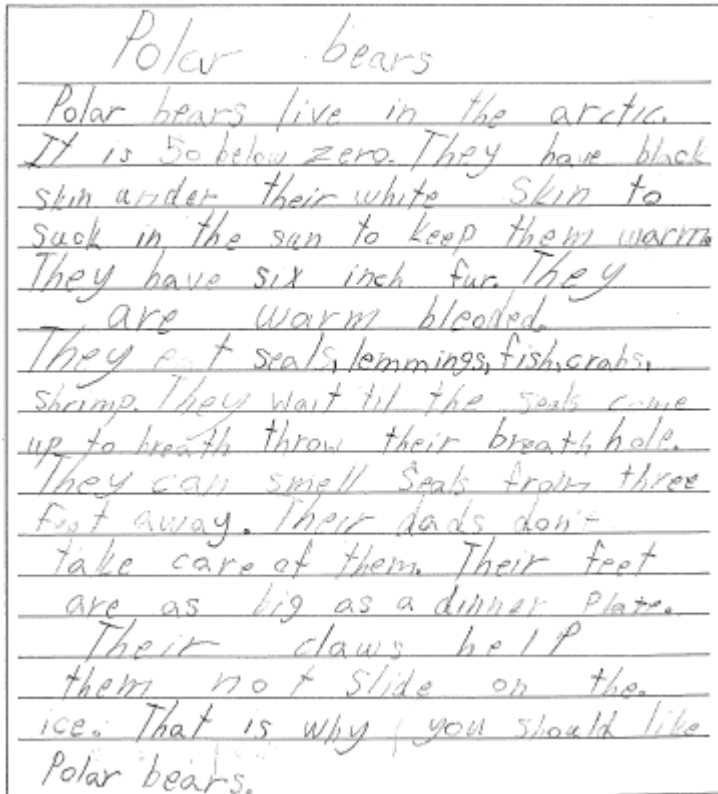
"In the Arctic lives a polar bear. Polar bears have long thick fur that can grow up to 6 inches. Under that fur there is blubber. Blubber is fat that keeps a polar bear warm. Polar bears have pads at the bottom of their feet so they do not slip on ice. Polar bears have claws to peel skin off the seal. A seal is a polar bear's prey. This is my response about where polar bears live."

3: The student attempts to establish an opening (*In the Arctic lives a polar bear...*). Details are somewhat organized and focused; however, the conclusion is weak (*This is my response about where polar bears live*).

3: The student elaborates on the polar bears fur and blubber (*Polar bears have long thick fur that can grow up to 6 inches...under that fur there is blubber...fat that keeps a polar bear warm*). The student also elaborates on how polar bears use their claws to catch prey.

1: The response lacks control of spelling, punctuation, grammar usage, and sentence structure.

GRADE 2	P-4	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	4	2



"Polar Bears

Polar bears live in the arctic. It is 50 below zero. They have black skin under their white skin to suck in the sun to keep them warm. They have six-inch fur. They are warm blooded. They eat seals, lemmings, fish, crabs, shrimp. They wait until the seals come up to breathe through their breath hole. They can smell seals from three feet away. Their dads don't take care of them. Their feet are as big as a dinner plate. Their claws help them not slide on the ice. That is why you should like polar bears."

3-: The student attempts to establish a conclusion, but there is no clear introduction. The purpose is, however, adequately maintained, but the three areas of discussion are not linked and there is no fluidity in the writing to connect sentences or segue paragraphs.

4: There are explicit details from the text that support the main idea. Much of the evidence is effectively used, divided into three main areas. In each area (keeping warm, hunting, and walking on ice/snow), the student thoroughly supports that idea.

2: The response shows adequate control of spelling, punctuation, capitalization, and sentence structure.

GRADE 2	P-5	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	4	2+

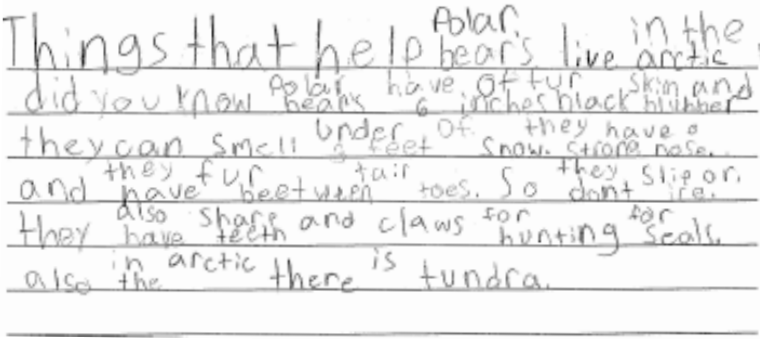
A polar bear can smell throo 3 feet of ice to find seals and other foods. Polar bears have sharp claws and sharp teeth to rip apart food. Polar bears have six inches of snow so they can keep them self warm when it's really cold. They also have blubber under there six inches of fur. They also have fur between there toes keeps them by slipping. When a polar bear plays they get stronger. Polar bears live in the north pole so they need that six inches of fur. They live in a tundra so they don't have alot of grass and flowers to eat. There is alot of snow and ice in the Arctic. When it's warmer and they get hot they will roll on there backs on the ice. When a mother polar bear catches a seal she hooks it with her sharp claws and crushes it's skull with her sharp claws. Then she drags it up onto the ice. The mother strips away the skin and blubber.

2: There is no introduction or conclusion. There are some linking words and phrases (*they also*), but mostly this is list-like.

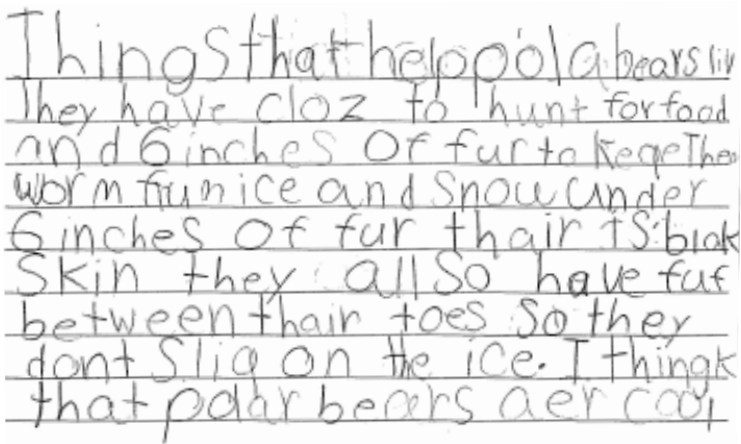
4: The student uses explicit details (*polar bears have sharp claws and sharp teeth to rip apart food...*), and effectively uses appropriate vocabulary (*crushes, blubber, strips away*).

2+: This is a well-controlled response even with some basic spelling errors. Occasionally, the student misses punctuation, but for the most part, it demonstrates adequate understanding.

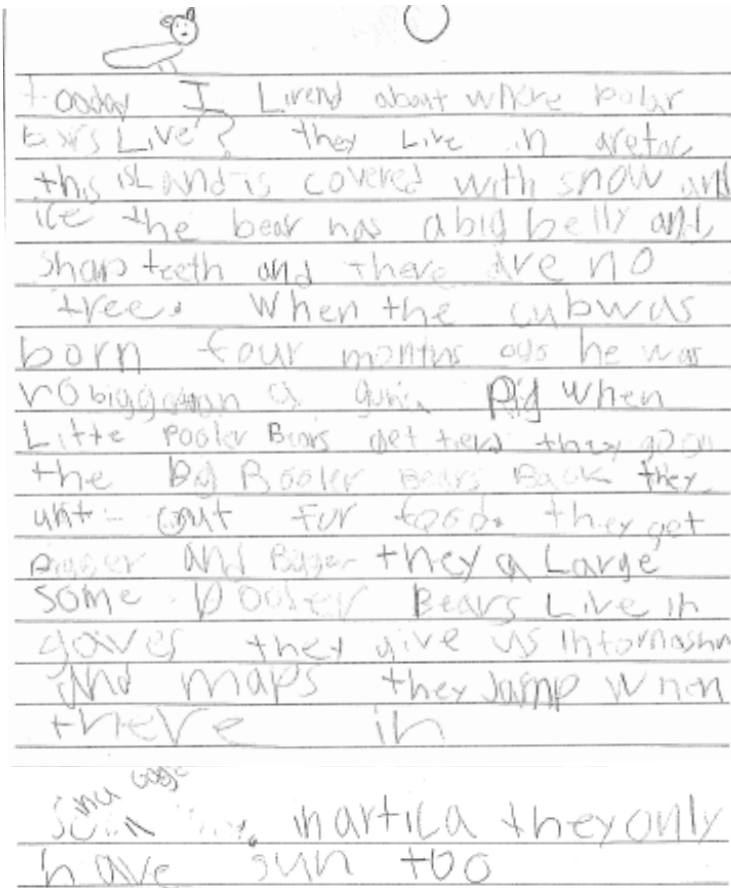
"A polar bear can smell through 3 feet of ice to find seals and other foods. Polar bears have sharp claws and sharp teeth to rip apart food. Polar bears have six inches of snow so they can keep themselves warm when it's really cold. They also have blubber under their six inches of fur. They also have fur between their toes keeps them by slipping. When a polar bear plays, they get stronger. Polar bears live in the North Pole so they need that six inches of fur. They live in a tundra so they don't have a lot of grass and flowers to eat. There is a lot of snow and ice in the Arctic. When it's warmer and they get hot, they will roll on their backs on the ice. When a mother polar bear catches a seal she hooks it with her sharp claws and crushes its skull with her sharp claws. Then she drags it up onto the ice. The mother strips away the skin and blubber."

GRADE 2	P-6	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	3	1-
 <p>Things that help ^{Aolar} bears live in the arctic. did you know ^{Aolar} bears have 6 inches of fur, black skin and blubber. they can smell under 3 feet of snow. ^{they have a} strong nose. and ^{they fur} have fur between ^{their} toes. So ^{they} don't slip on ice. They ^{also} have sharp teeth and claws for hunting for seals. also in the arctic there is tundra.</p>		<p>2: There is ample text evidence that connects back to the prompt (<i>what helps polar bears live in the Arctic</i>). However, the focus is not sufficiently maintained and ideas are not well connected. There is no use of transitional words or phrases.</p>		
		<p>3: The student uses specific details to support how polar bears live in the Arctic. The response demonstrates a sense of style and incorporates appropriate language (<i>blubber, sharp teeth, tundra</i>).</p>		
		<p>1-: The response lacks control and has inconsistent use of capitalization, spelling, and punctuation. The formatting is also problematic and makes this response difficult to follow.</p>		

“Things that help polar bears live in the arctic, did you know polar bears have 6 inches of fur, black skin and blubber. They can smell under 3 feet of snow. They have a strong nose. And they have fur between their toes. So they don't slip on ice. They also have sharp teeth and claws for hunting for seals. Also in the arctic, there is tundra.”

GRADE 2	P-7	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2+	3	0
 <p>Things that help polar bears live. They have claws to hunt for food and 6 inches of fur to keep them warm from ice and snow under 6 inches of fur. There is black skin. They also have fur between their toes so they don't slip on the ice. I think that polar bears are cool.</p>		<p>2+: This paper is not well organized; there is a weak introduction and conclusion. Ideas are not well connected.</p>		
		<p>3: The student elaborates on the polar bear's fur, providing more evidence about the fur than the ability to hunt. The elaboration is a mix of specific information and general information from the text, but it all supports the main idea.</p>		
		<p>0: This response meets the criteria of errors in variety, severity, and density.</p> <p>There are incomplete sentences with minimal use of punctuation, an inconsistent use of capitalization, and the misspelling of basic grade-level words. The amount of errors in relation to the amount of writing places this response in the score point 0 category.</p>		

GRADE 2	P-8	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2	0

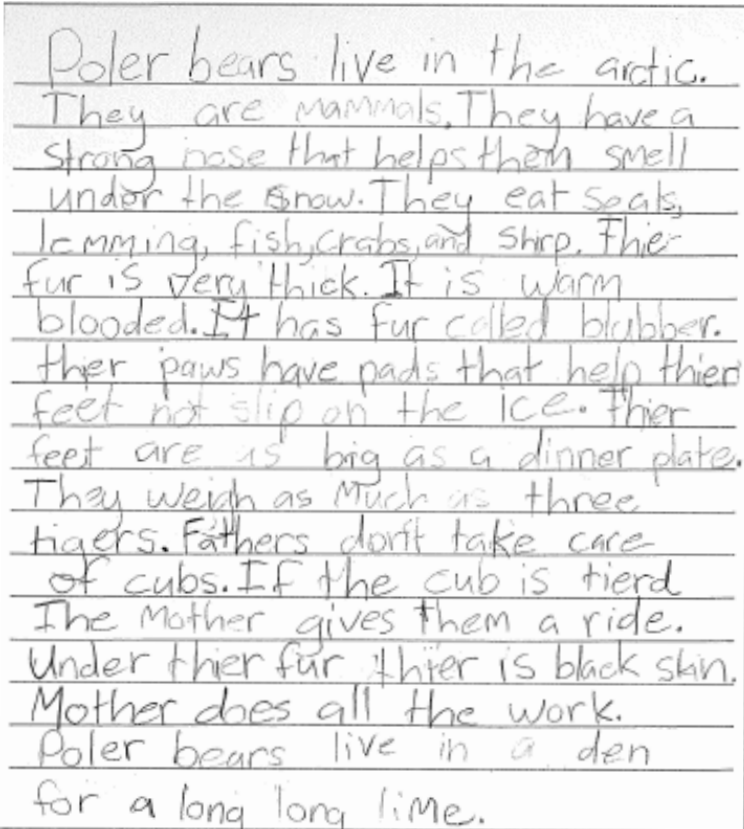


2: The response includes a controlling idea; however, the focus is not sustained and ideas are not connected. Sentences are list-like, and details are not well connected within and across the response. There is no conclusion.

2: A variety of details are interspersed throughout, but ideas are list-like. There are digressions throughout the response and the end drifts.

0: The response lacks control and inconsistent use of capitalization and missing punctuation throughout.

“Today I learned about where polar bears live? They live in arctic. This island is covered with snow and ice. The bear has a big belly and sharp teeth and there are no trees. When the cub was born four months ago, he was no bigger than a guinea pig. When little polar bears get tired, they go on the big polar bear’s back. They hunt out for food. They get bigger and bigger. They are large. Some polar bears live in caves. They give us information and maps. They jump when they’re in a cage. In Arctic they only have sun too.”

GRADE 2	P-9	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	3-	2-
 <p>Polar bears live in the arctic. They are mammals. They have a strong nose that helps them smell under the snow. They eat seals, lemming, fish, crabs, and shrimp. Their fur is very thick. It is warm blooded. It has fur called blubber. Their paws have pads that help their feet not slip on the ice. Their feet are as big as a dinner plate. They weigh as much as three tigers. Fathers don't take care of cubs. If the cub is tired the mother gives them a ride. Under their fur there is black skin. Mother does all the work. Polar bears live in a den for a long long time.</p>		2-: The student provides an opening statement, but no conclusion. There are no transitional strategies to connect information, which leads to a lack of focus.	3-: A variety of details are included throughout (<i>their fur is very thick... warm blooded... their paws have pads that help their feet not slip on the ice... as big as a dinner plate</i>), but ideas are list-like and sometimes random.	2-: Commonly used words are misspelled, but overall, the student uses consistent capitalization, punctuation, and sentence structure.

“Polar bears live in the arctic. They are mammals. They have a strong nose that helps them smell under the snow. They eat seals, lemming, fish, crabs, and shrimp. Their fur is very thick. It is warm blooded. It has fur called blubber. Their paws have pads that help their feet not slip on the ice. Their feet are as big as a dinner plate. They weigh as much as three tigers. Fathers don’t take care of cubs. If the cub is tired, the mother gives them a ride. Under their fur there is black skin. Mother does all the work. Polar bears live in a den for a long, long time.”

GRADE 2	P-10	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2	0

polar bears live in Antarctica. they are warm blooded. their paws are as big as a plate. they stretch on the ice to cool off. they eat fish and seals. polar bears weigh as much as three tigers. they are as tall as the ceiling. when a baby polar bear gets tired it hops on its mom's back. their claws are very sharp. their paws help them not slip on the ice. polar bears' fur help them stay warm. the sun never comes out in Antarctica. it is 50 below zero in Antarctica.

"Polar bears live in Antarctica. They are warm blooded. Their paws are as big as a plate. They stretch on the ice to cool off. They eat fish and seals. Polar bears weigh as much as three tigers. They're as tall as the ceiling. When a baby polar bear gets tired, it hops on its mom's back. Their claws are very sharp. Their paws help them not slip on the ice. Polar bears' fur helps them stay warm. The sun never comes out in Antarctica. It is 50 below zero in Antarctica."

2-: The student attempts to establish an introduction and conclusion, but neither is well developed. This is not a focused response — there are frequent digressions.

2: The list-like details are vague and do not include specific information from the text. Although the student did include one point from his/her own knowledge (*They are warm blooded*), it does not help.

0: This response shows a lack of control, with no capital letters beginning sentences and frequent spelling errors. Although the end punctuation seems fine, this is not enough to demonstrate control of conventions.

GRADE 2	P-11	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2-	2

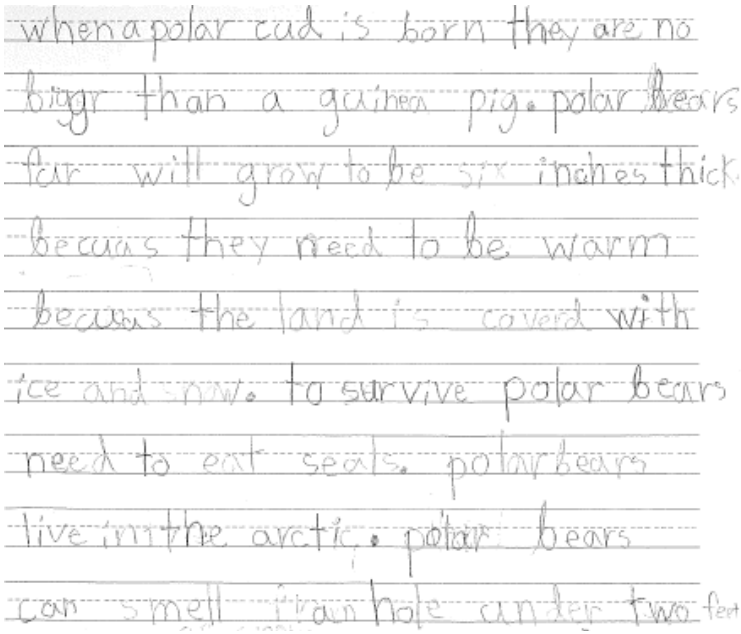
Polar bears live in the arctic. When they hunt they have white fur to camouflage to the snow so it will be easy to hunt for seals. Polar bears can also can smell so far away they can even smell a seal from there den!

"Polar bears live in the Arctic. When they hunt, they have white fur to camouflage to the snow so it will be easy to hunt for seals. Polar bears can also can smell so far away they can even smell a seal from their den!"

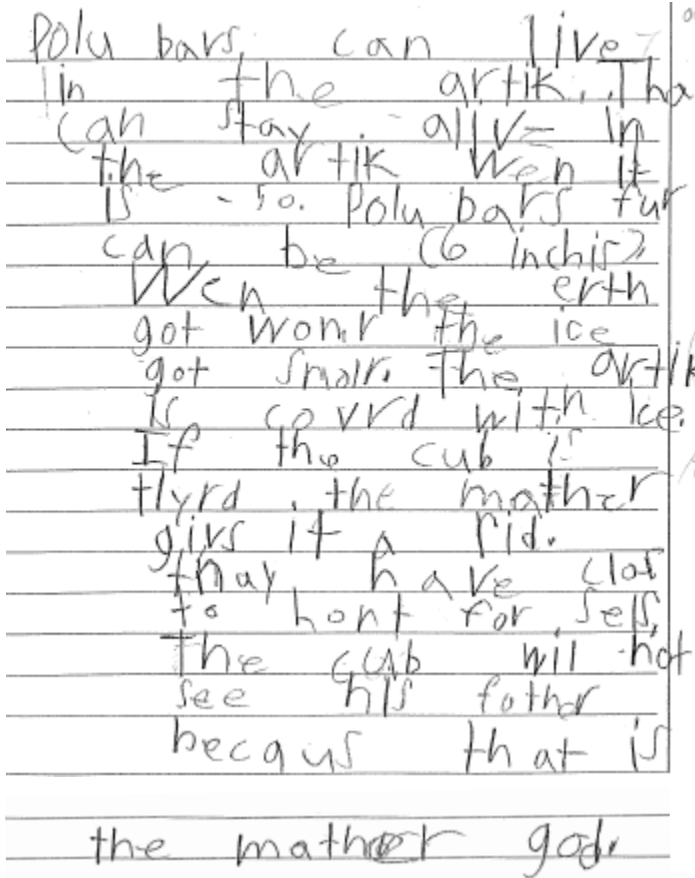
2: An introduction is established, but there is no conclusion. The student does not use transitional strategies, but the response has an attempt at focus.

2-: There is one strong word choice (*camouflage*) with much simplistic language, and in general the details are not elaborated.

2: This paper demonstrates overall control of capitalization, punctuation, and spelling.









GRADE 2	P-12	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	2	1-
 <p>when a polar cub is born they are no bigger than a guinea pig. polar bears fur will grow to be six inches thick because they need to be warm because the land is covered with ice and snow. to survive polar bears need to eat seals. polar bears live in the arctic. polar bears can smell from hole under two feet</p>		<p>1: There is no main idea or conclusion. There is a lack of focus as the student drifts from the purpose of the prompt.</p>		
		<p>2: The student provides some specific evidence from the text about cubs; most of the information is vague and list-like. There is ineffective integration of the information.</p>		
		<p>1-: There is a complete lack of control in the use of capitalization and there are many spelling errors. Sentence structure and punctuation are fine.</p>		
		<p><i>“When a polar cub is born, they are no bigger than a guinea pig. Polar bears’ fur will grow to be six inches thick. Because they need to be warm because the land is covered with ice and snow. To survive, polar bears need to eat seals. Polar bears live in the Arctic. Polar bears can smell from hole under two feet of snow.”</i></p>		

GRADE 2	P-13	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1+	1	1
<p><i>Polar Bears live in the Arctic because on Arctic there is lots and lots of snow the mountains are covered with snow the snow help them to stay cold so that they don't feel warm. Polar Bear could not live with out the snow because where ever is snow there is the right air. On Arctic there is lots of wind so the polar bear could breathe. The only animal on Earth could breath as good is polar bear</i></p> <p><i>"Polar bears live in the Arctic because on Arctic there is lots and lots of snow. The mountains are covered with snow. The snow help them to stay cold so that they don't feel warm. Polar bear could not live without the snow because wherever is snow there is the right air. On Arctic, there is lots of wind so the polar bears could breathe. The only animal on earth could breathe on snow is polar bear."</i></p>		<p>1+: Although there is an introduction, there is no conclusion. There is a lack of focus as the student drifts from the main idea.</p>		
		<p>1: The student does not include any specific text support. There is unclear or incorrect evidence provided, and the student uses unclear or confusing vocabulary.</p>		
		<p>1: The student struggles with correct use of pronouns, prepositions, and subject-verb agreement. The student does demonstrate control of capitalization and punctuation, but the spelling combined with the aforementioned issues shows limited control of conventions.</p>		

GRADE 2	P-14	Organization/ Purpose (1-4 Points)	Evidence/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1+	1+	0
			<p>1+: Although there is an introduction, there is no organization of ideas and the response lacks a conclusion.</p>	
			<p>1+: The response includes random details about polar bears that range from describing the fur to the warming of the Arctic. The response lacks focus, and there is no elaboration.</p>	
			<p>0: There is a lack of correct sentence structure (i.e., subject-verb agreement). Use of correct spelling and punctuation is limited.</p>	

“Polar bears can live in the Arctic. They can stay alive in the Arctic when it is -50. Polar bears’ fur can be (6 inches). When the earth got warm, the ice got smaller. The Arctic is covered with ice. If the cub is tired, the mother gives it a ride. They have claws to hunt for seals. The cub will not see his father because that is the mother’s job.”

The following optional *Second Grade Writer's Checklist* can be used or modified by the teacher to meet the appropriate writing objectives to assist classroom instruction.

Second Grade Informational Writer's Checklist							
I wrote a sentence to introduce the main idea.							
I included several details or facts from the text to support the main idea.	<p style="color: red; font-size: small;">Descriptive Pattern</p> 						
I wrote a conclusion or ending that connects to the main idea.							
My writing is complete.							
I double-checked my writing for complete sentences, neatness, correct spelling, and punctuation.	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="padding: 2px;">Aa</td> <td style="padding: 2px;">Bb</td> <td rowspan="2" style="padding: 2px; text-align: center; vertical-align: middle;">  </td> </tr> <tr> <td style="padding: 2px;">Cc</td> <td style="padding: 2px;">Dd</td> </tr> </table>	Aa	Bb		Cc	Dd	
Aa	Bb						
Cc	Dd						
I tried my best!	