

	Exceeding Standard	Exceeding	Exceeding/Approaching	Below
Introduction (20.1)	- The author introduces claim(s) in an interesting way. The author organizes the reasons and evidence clearly.	- The author introduces claim(s) and organizes the reasons and evidence clearly.	- The author tells what his/her claim(s) and reasons are, although it may not be clear. There is some evidence.	- The author does not tell what his/her claim(s) and reasons are. Reasons or evidence is lacking and unclear.
Support & Details (20.2)	- The author supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. - The author explains how each piece of evidence supports their claims.	- The author supports claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	- The author attempts to support claim(s) with some relevant evidence and use of credible sources. The author demonstrates a general understanding of the topic or text.	- The author does not support claim(s) with relevant evidence. The author demonstrates only a basic understanding of the topic or text.
Reason & Evidence (20.3)	- The author draws a great deal of evidence from literary or informational texts to support deep analysis, thoughtful reflection, and research. - It is obvious the author applies Grade 2 Reading Standards to literary nonfiction and literature.	- The author draws evidence from literary or informational texts to support analysis, reflection, and research. - There is evidence of the author applying Grade 2 Reading Standards to literary nonfiction and literature.	- The author includes evidence from literary or informational texts to support some ideas. - There is some evidence of the author applying Grade 2 Reading Standards to texts.	- The author includes little to no evidence from literary or informational texts. - There is little evidence of the author applying Grade 2 Reading Standards to texts.
Conclusion (20.4)	- There is a concluding statement or section that follows from, and makes, inferences about, the argument presented.	- There is a concluding statement or section that follows from the argument presented.	- There is a final statement that follows the ideas, but may be unrelated to the argument.	- There is no final statement, or it does not follow from the argument.
Writing Style (20.5)	- The author uses imaginative words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - The author establishes and maintains a formal, yet interesting, style.	- The author uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons. - The author establishes and maintains a formal style.	- The author uses a few clarifying words, phrases, and clauses throughout the writing. - The author attempts to establish a formal style.	- The author does not use clarifying words, phrases, and clauses throughout the writing. - The author does not establish a formal style.
Revises (20.6)	- There is significant evidence of planning, revising, editing, rewriting, or trying a new approach in order to develop and perfect the writing.	- There is evidence of planning, revising, editing, or trying a new approach in order to develop or strengthen the writing.	- There is some evidence of planning, revising, rewriting, or editing to develop the writing.	- There is little to no evidence of planning, revising, rewriting, or editing to develop the writing.