

Narrative Writing Rubric Grade 2

Score of 4 – Above Grade Level		Score of 3 – On Grade Level	Score of 2 –Approaching Grade Level	Score of 1 – Below Grade Level	
<p>The writing –</p> <ul style="list-style-type: none"> establishes a situation and introduces a narrator and/or characters (3W3a) organizes an event sequence that unfolds naturally (3W3a) uses temporal words and phrases to signal event order (3W3c) skillfully provides a sense of closure (3W3d) produces writing appropriate to task and purpose, with guidance and from adults (3W4) 		<p>The writing –</p> <ul style="list-style-type: none"> appropriately sequences events (2W3) uses temporal words to signal event order (2W3) provides a sense of closure (2W3) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to recount a short sequence of events attempts to use temporal words to signal event order attempts to provide a sense of closure 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to recount a short sequence of events makes little or no attempt to use temporal words to signal event order makes little or no attempt to use to provide a sense of closure 	<p style="text-align: center;">Organization/ Purpose 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> develops real or imagined experiences or events using descriptive details and clear event sequence (3W3) uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b) use information from experiences or print and digital sources, when appropriate (3W8) 		<p>The writing –</p> <ul style="list-style-type: none"> recounts a well-elaborated event or short sequence of events (2W3) includes details to describe actions, thoughts, and feelings (2W3) uses information from experiences or provided resources, when appropriate (2W8) 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to recount a well-elaborated event or short sequence of events (2W3) attempts to include details to describe actions, thoughts, and feelings attempts to use information from experiences or provided resources, when appropriate 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to recount a well-elaborated event or short sequence of events makes little or no attempt to include details to describe actions, thoughts, and feelings makes little or no attempt to use information from experiences or provided resources, when appropriate 	<p style="text-align: center;">Evidence/ Elaboration 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)* has errors that do not interfere with understanding (3L1-2)* 		<p>The writing –</p> <ul style="list-style-type: none"> demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)* has errors that do not interfere with understanding (2L1-2)* 	<p>The writing –</p> <ul style="list-style-type: none"> attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that may interfere with understanding 	<p>The writing –</p> <ul style="list-style-type: none"> makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions has errors that interfere with understanding 	<p style="text-align: center;">Language/ Conventions 1 x ____ = ____</p>

Non-scorable responses: insufficient information and/or blank paper, copied text, in language other than English, off topic, off purpose

*Conventions Chart p. 2

**CONVENTIONS CHART
GRADE 2**

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil). (2L2d) Correctly spell words at grade level and below 	Capitalize (2L2a) <ul style="list-style-type: none"> holidays product names geographic names 	Use commas <ul style="list-style-type: none"> in greetings and closings of letters (2L2b) Use an apostrophe <ul style="list-style-type: none"> to form contractions in frequently occurring possessives (2L2c) 	Nouns: <ul style="list-style-type: none"> Use collective nouns (e.g., group). (2L1a) Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (2L1b) Verbs: <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) (2L1d) Adjectives: <ul style="list-style-type: none"> Use adjectives and adverbs, and choose between them depending on what is to be modified (2L1e) Pronouns: <ul style="list-style-type: none"> Use reflexive pronouns (e.g., myself, ourselves) (2L1c) 	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy) (2L1f)

* as appropriate for grade level

Adapted from the *Smarter Balanced – Conventions Chart – April, 2014*

Students are expected to demonstrate grade-level skills in conventions as specified in the CCSS as well as those specified for earlier grades.