

## GRADE 2 NARRATIVE WRITING RUBRIC

See scoring note on next page.	Below Basic (1 Point)	Basic (2 Points)	Proficient (3 Points)	Distinguished (4 Points)
<b>STRUCTURE</b>				
<b>Overall</b>	The writer told a story with a picture and some words.	The writer wrote about a personal experience.	The writer wrote about a specific part of a personal experience.	The writer described a specific part of a personal experience and told the story bit by bit.
<b>Lead</b>	The writer made no attempt.	The writer tried to make a beginning for his/her story.	The writer thought about how to write a good beginning and chose a way to start his/her story. He/she chose the action, talk, or setting that would make a good beginning.	The writer wrote a beginning that introduced the characters and setting in an original way.
<b>Transitions</b>	The writer made no attempt.	The writer used words such as <i>and</i> and <i>then, so</i> .	The writer used words such as <i>when, then, and after</i> .	The writer used phrases such as <i>a little later</i> or <i>after that</i> .
<b>Ending</b>	The writer attempted a last part in his/her story.	The writer found a way to end the story (e.g., "the end").	The writer chose the action, talk, or feeling that would make a good ending.	The writer chose the action, talk, or feeling that would make a good ending and worked to write it well.
<b>Organization</b>	The writer attempted a beginning, a middle, and an end.	The writer's story had a clear beginning, middle, and end.	The writer wrote a beginning, a middle, and an end. Each part had many lines of writing.	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his/her story.
<b>DEVELOPMENT</b>				
<b>Elaboration</b>	The writer's story included characters and explained the character's feelings.	The writer described the characters, events, and feelings of the event.	The writer used vivid details such as talk and actions to bring the event to life.	The writer worked to choose words that were "just right" to describe the event.
<b>Craft</b>	The writer used few details.	The writer used some details.	The writer chose strong words that would help readers picture his/her story.	The writer not only told his/her story but also wrote it in ways that got readers to picture what was happening and that brought his/her story to life.

	<b>Below Basic (1 Point)</b>	<b>Basic (2 Points)</b>	<b>Proficient (3 Points)</b>	<b>Distinguished (4 Points)</b>
<b>LANGUAGE CONVENTIONS</b>				
<b>Spelling</b>	The writer wrote a letter for the sounds he/she heard.	The writer used chunks of words (e.g., <i>at, op, it,</i> etc.) to spell.  The writer used the word wall words right.	The writer used spelling patterns (e.g., <i>tion, er, ly,</i> etc.).  The writer used the word wall words to help him/her figure out how to spell other words.	The writer used spelling patterns to spell words accurately and edited regularly.
<b>Conventions</b>	The writer began and ended few sentences with accurate capitalization and punctuation.	The writer began and ended some sentences with accurate capitalization and punctuation.	The writer began and ended most sentences with accurate capitalization and punctuation.  The writer sometimes punctuated dialogue with commas and quotation marks.	The writer began and ended all sentences with capitalization and punctuation.  The writer punctuated dialogue correctly with commas and quotation marks.

**Scoring Directions**

Please note: As you assess students' writing, you can indicate ½ points and also "0's". For example, if a student does not attempt a lead the teacher would mark that component as a 0. If a student "falls between "categories, please indicate this as a 1.5, 2.5, etc.

**Compiling the Scores**

**Scoring Directions:** In each row, highlight the descriptor in the column that matches the student's work. **Scores in the categories of Elaboration and Craft are worth double the point value.** Total the number of points and then track students' progress by seeing when the total points increase.

Overall Score	_____	Elaboration	_____ x 2 =	_____
Lead Score	_____	Craft Score	_____ x 2 =	_____
Transition Score	_____	Spelling Score		_____
Ending Score	_____	Conventions Score		_____
Organization Score	_____	<b>Total Score</b>		_____

<b>Number of Points</b>	<b>Scaled Score*</b>
1—11	1
12—22	2
23—33	3
34—44	4