**Second Grade Narrative Writing Rubric**

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| **2014-15**  **Personal Narrative** | **PRACTICING WRITER**  **“I am striving to meet**  **expectations.”**  **1**  **I NEED:** | **PROGRESSING**  **WRITER**  **“I am working towards expectations!”**  **2**  **I HAVE:** | **ACCOMPLISHING/**  **CAPABLE WRITER**  **“I am meeting**  **expectations!”**  **3**  **I HAVE:** | **CONFIDENT WRITER**  **“ I am exceeding**  **expectations!”**  **4**  **I HAVE:** | **POINTS** |
| **IDEA DEVELOPMENT** | * A focus * Events OR more events to show my story * Details to describe actions, thoughts and feelings * An ending | * A focus (who or what) * An UNCLEAR “small moment” OR an UNCLEAR short sequence of events or UNRELATED sequence of events * Begun to include details to describe actions, thoughts, and feelings * An Unclear or confusing ending | * A focus (who and what) * One well-elaborated event OR a short sequence of events * Included details to describe SOME of the actions, thoughts, and feelings * Logical ending | * A focus with creative lead * One well-elaborated, meaningful event OR a short sequence of meaningful events * Included details to describe ALL or MOST of the actions, thoughts, and feelings * A satisfying, well-developed ending | **\_\_\_\_x2 =** |
| **ORGANIZATION** | * An organizational pattern: clear beginning, middle and end * To arrange ideas in a meaningful order * Evidence of transition | * Some evidence organizational pattern: beginning, middle, and end * Started to arrange ideas in a meaningful order * Few/repeated transitions | * A logical organizational pattern: beginning, middle and end * Generally grouped ideas together in a meaningful order * Genre specific transitions | * A logical organizational pattern that includes organization within the beginning, middle and end. * Related ideas are consistently grouped together in a meaningful order * Varied and genre specific transitions |  |
| **STYLE/VOICE** | * To show evidence of audience awareness * Writer’s Voice * Evidence of interesting word choice | * Some evidence of audience awareness * Begun to show my writer’s voice * Simple or repetitive word choice | * Captured the audience * Used my writer’s voice in several places * A mixture of simple and interesting word choice (descriptive language, sensory details, strong verbs) | * Engaged the audience throughout * Clearly used my writer’s voice to connect with the reader throughout my piece * A consistent and varied use of interesting word choice (descriptive language, sensory details, strong verbs) |  |
| **ELACC2W3**: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | | | | Conventions  (from the back) |  |
| TOTAL POINTS |  |

**Second Grade Conventions Rubric 2014-15**

Use this part of the rubric to determine **one score** for conventions. SCORE:\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
| **ELACC2L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. | | | | |
|  | **1** | **2** | **3** | **4** |
| Handwriting | | | | |
| I print uppercase and lowercase letters correctly. | rarely | less than half the time | more than half the time | almost always |
| Sentence Formations (not punctuation) | | | | |
| I can write complete simple **statements.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **questions.** | rarely | less than half the time | more than half the time | almost always |
| I can write complete simple **exclamations or commands.** | rarely | less than half the time | more than half the time | almost always |
| Using different types of words | | | | |
| I can use nouns correctly.  common/proper possessive  singular/plural collective | rarely | less than half the time | more than half the time | almost always |
| I can use pronouns correctly.  personal, possessive, and reflexive | rarely | less than half the time | more than half the time | almost always |
| I have used adjectives and/or adverbs as describing words. | rarely | less than half the time | more than half the time | almost always |
| I can use past, present, and future tense verbs correctly (regular and irregular). | rarely | less than half the time | more than half the time | almost always |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| **ELACC2L2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** | | | | | | | |
|  | | **1** | **2** | | **3** | | **4** |
| Capitalization | | | | | | | |
| I capitalize the first letter of a sentence. | | rarely | less than half the time | | more than half the time | | almost always |
| I capitalize people’s names, geographic places, products, dates and holidays. | | rarely | less than half the time | | more than half the time | | almost always |
| Punctuation | | | | | | | |
| I use correct end punctuation on my sentences. | | rarely | less than half the time | | more than half the time | | almost always |
| I use commas correctly.  date separate items in a series/list  in a letter | | rarely | less than half the time | | more than half the time | | almost always |
| Spelling: I can spell words correctly. | | | | | | | |
| **1** | **2** | | | **3** | | **4** | |
| * Frequent errors in simple words that interfere with understanding meaning. * Most errors do not draw on knowledge of sound-letter relationships. | * Some (about ½) simple words spelled correctly. * Some errors interfere with understanding the meaning. * Some errors in words with 2nd grade spelling patterns. * Some errors draw on knowledge of sound-letter relationship. | | | * Most simple words spelled correctly. * Most errors do not interfere with understanding the meaning. * Most words with 2nd grade spelling patterns are spelled correctly. * Most errors draw on knowledge of sound-letter relationship. | | * Majority of words are spelled correctly. * Few spelling errors, none interfere with understanding the meaning. * Almost all words with 2nd grade spelling patterns are spelled correctly. | |