**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
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| **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)
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| **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 possessivesingular/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/listin 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.
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