

**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"> <li>▪ establishes a situation and introduces a narrator and/or characters (3W3a)</li> <li>▪ organizes an event sequence that unfolds naturally (3W3a)</li> <li>▪ uses temporal words and phrases to signal event order (3W3c)</li> <li>▪ skillfully provides a sense of closure (3W3d)</li> <li>▪ produces writing appropriate to task and purpose, with guidance and from adults (3W4)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ appropriately sequences events (2W3)</li> <li>▪ uses temporal words to signal event order (2W3)</li> <li>▪ provides a sense of closure (2W3)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to recount a short sequence of events</li> <li>▪ attempts to use temporal words to signal event order</li> <li>▪ attempts to provide a sense of closure</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to recount a short sequence of events</li> <li>▪ makes little or no attempt to use temporal words to signal event order</li> <li>▪ makes little or no attempt to use to provide a sense of closure</li> </ul>	<p><b>Organization/ Purpose</b> 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ develops real or imagined experiences or events using descriptive details and clear event sequence (3W3)</li> <li>▪ uses dialogue and/or descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (3W3b)</li> <li>▪ use information from experiences or print and digital sources, when appropriate (3W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ recounts a well-elaborated event or short sequence of events (2W3)</li> <li>▪ includes details to describe actions, thoughts, and feelings (2W3)</li> <li>▪ uses information from experiences or provided resources, when appropriate (2W8)</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to recount a well-elaborated event or short sequence of events (2W3)</li> <li>▪ attempts to include details to describe actions, thoughts, and feelings</li> <li>▪ attempts to use information from experiences or provided resources, when appropriate</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to recount a well-elaborated event or short sequence of events</li> <li>▪ makes little or no attempt to include details to describe actions, thoughts, and feelings</li> <li>▪ makes little or no attempt to use information from experiences or provided resources, when appropriate</li> </ul>	<p><b>Evidence/ Elaboration</b> 2 x ____ = ____</p>
<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (3L1-2)*</li> <li>▪ has errors that do not interfere with understanding (3L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ demonstrates a command of grade-level appropriate standard English grammar, usage, and conventions (2L1-2)*</li> <li>▪ has errors that do not interfere with understanding (2L1-2)*</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ attempts to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that may interfere with understanding</li> </ul>	<p>The writing –</p> <ul style="list-style-type: none"> <li>▪ makes little or no attempt to demonstrate a command of grade-level appropriate standard English grammar, usage, and conventions</li> <li>▪ has errors that interfere with understanding</li> </ul>	<p><b>Language/ Conventions</b> 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"> <li>Generalize learned spelling patterns when writing words (e.g., cage – badge; boy – boil). (2L2d)</li> <li>Correctly spell words at grade level and below</li> </ul>	Capitalize (2L2a) <ul style="list-style-type: none"> <li>holidays</li> <li>product names</li> <li>geographic names</li> </ul>	Use commas <ul style="list-style-type: none"> <li>in greetings and closings of letters (2L2b)</li> </ul> Use an apostrophe <ul style="list-style-type: none"> <li>to form contractions in frequently occurring possessives (2L2c)</li> </ul>	Nouns: <ul style="list-style-type: none"> <li>Use collective nouns (e.g., group). (2L1a)</li> <li>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (2L1b)</li> </ul> Verbs: <ul style="list-style-type: none"> <li>Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) (2L1d)</li> </ul> Adjectives: <ul style="list-style-type: none"> <li>Use adjectives and adverbs, and choose between them depending on what is to be modified (2L1e)</li> </ul> Pronouns: <ul style="list-style-type: none"> <li>Use reflexive pronouns (e.g., myself, ourselves) (2L1c)</li> </ul>	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.