

**Narrative Standards-Referenced Rubric
GRADE 2**

	4 Exceeds Standard	3 Meets Standard	2 Partially Meets Standard	1 Below Standard
<p>Organization and Content</p> <p>2.W.3</p>	<p>In response to the prompt counts a well-elaborated, clear sequence of events that unfolds naturally</p> <p>The writing includes narrative techniques (dialogue, description and elaboration, and concrete and sensory detail) to describe actions, thoughts, and feelings</p> <p>The writing uses transitional words and phrases to signal event order.</p> <p>The writing provides one or more concluding sentences that provides a sense of closure</p>	<p>In response to the prompt recounts a well-elaborated event or short sequence of events</p> <p>The writing includes details that describe actions and thoughts</p> <p>The writing uses linking words to connect the order of events</p> <p>The writing provides one or more concluding sentences that restate or emphasize a feeling or lesson learned</p>	<p>In response to the prompt, attempts to recount an event or short sequence of events</p> <p>The writing contains limited details to describe actions and thoughts</p> <p>The writing attempts to use linking words to order events</p> <p>The writing attempts to provide a concluding statement that that restates or emphasize a feeling or lesson learned</p>	<p>The writing does not address the prompt or fails to recount an event or short sequence of events</p> <p>The writing contains does not contain details to describe actions and thoughts or details are irrelevant</p> <p>The writing does not contain linking words</p> <p>The writing does not attempt a concluding statement that restates or emphasizes a feeling or lesson learned</p>
<p>Language, Structure and Style</p> <p>2.L.1</p>	<p>The writing skillfully uses nouns, pronouns, verbs, adjectives and adverbs appropriate to function and purpose to enhance the meaning.</p> <p>The writing demonstrates a variety of simple, compound and/or complex sentences to enhance the meaning.</p>	<p>The writing uses nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and compound sentences and errors do not interfere with meaning.</p>	<p>The writing attempts to use nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple and/or compound sentences and errors may interfere with meaning.</p>	<p>The writing uses limited nouns, pronouns, verbs, adjectives and/or adverbs appropriate to function and purpose.</p> <p>The writing demonstrates simple sentences and errors interfere with meaning.</p>

<p>Conventions 2.L2</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns, the first word in a sentence and titles</u>; minor errors do not interfere with readability.</p> <p>The writing uses commas correctly (i.e. dates, lists, quotations) and minor errors do not interfere with readability.</p> <p>The spelling is correct and does not detract from the readability of the writing; demonstrates above grade level spelling.</p>	<p>The writing demonstrates correct <u>capitalization with proper nouns and the first word in a sentence</u>; minor errors do not interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation correctly most of the time.</p> <p>The grade level spelling is generally correct and does not detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing demonstrates correct capitalization and errors may interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation correctly some of the time.</p> <p>The grade level spelling exhibits errors and begins to detract from the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>	<p>The writing demonstrates incorrect capitalization and errors interfere with readability.</p> <p>The writing uses commas, apostrophes, and end punctuation incorrectly or not at all.</p> <p>The grade level spelling exhibits multiple errors and interferes with the readability of the writing (i.e. high frequency words, adding suffixes, spelling patterns).</p>
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- *An underlined phrase is not explicit in the Language Standard, but thought to be important by the committee.*