Narrative Rubric, Grade ___2___ Grade Level Standards Refer to End of Year Performance

	Above Grade Level	Achieving Standards (At Grade Level)	Approaching Standards	Developing Standards (Below Grade Level)
Focus/ Setting CCSS*: ➢ W – 3 ➢ W - 4	• Responds skillfully to all parts of the prompt • Establishes a situation in a well-elaborated recount of an event or short series of events	• Responds to all parts of the prompt • Recounts a well-elaborated event or short sequence of events	• Responds to most parts of the prompt • Attempts to recount an event or a short sequence of events. Missing information creates confusion.	• Responds to some or no parts of the prompt • Fails to recount an event or a short series of events
Organization /Plot CCSS: ➢ W – 3	• Uses temporal words and phrases to signal event order • Provides clear closure.	• Uses temporal words to signal event order • Provides a sense of closure	• Limited use of temporal words to signal event order • Attempts to provide closure	• No use of temporal words or only uses temporal words without events. • Does not provide closure
Narrative Techniques CCSS: ➢ W - 3	• Includes vivid details that describe actions, thoughts, and feelings	• Includes details that describe actions, thoughts, and feelings	• Includes few or irrelevant details to describe actions, thoughts, and feelings	• Insufficient or no details
Language-Conventions of Grammar and Usage CCSS: ➢ L – 1b ➢ L – 1e ➢ L – 1f ➢ L – 1g	• Uses a variety of adjectives and adverbs strategically • Uses a variety of prior and current grade-level pronouns correctly • Uses verb tenses and plural nouns correctly, including irregular forms • Produces correct simple, compound, and complex sentences	• Uses adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) • Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children) • Produces correct simple and compound sentences	• Uses some simple adjectives and adverbs appropriately • Uses prior and current grade-level pronouns correctly some of the time • Uses some regular verb tenses and common plural nouns correctly • Produces mostly correct and complete sentences	• Uses adjectives and adverbs inappropriately or not at all • Uses pronouns incorrectly or not at all • Uses verb tenses and plural nouns incorrectly • Produces mostly incorrect sentences
Language – Conventions of Capitalization, Punctuation, and Spelling CCSS: ➢ L – 2	• Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly all the time • Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words ; no errors	• Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly most of the time • Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors	• Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles • Uses commas, apostrophes, and end punctuation correctly some of the time • Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability	• Capitalizes incorrectly with many errors • Uses commas, apostrophes, and end punctuation incorrectly or not at all • Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability

*CCSS – Common Core State Standards alignment ("W" = Writing strand; "L"= Language strand)

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