

## Narrative Writing Rubric - Grade 2 – Oak Grove Primary

**Directions:** For Organization/Focus & Development/Support circle the 4,3,2,1 box that best describes the child's piece. Not all descriptors/bullets in the shaded areas must be evident – circle the best match.

Writing Craft				
<input type="checkbox"/> Secure = 6-8 points		<input type="checkbox"/> Developing = 4-5 points		<input type="checkbox"/> Beginning = 2-3 points
Organization/Focus	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>The organization of the narrative is <u>fully sustained</u>. Below are the descriptors:</b>	<b>The organization of the narrative is <u>adequately sustained</u>. Below are the descriptors:</b>	<b>The organization of the narrative is <u>somewhat sustained</u>. Below are the descriptors:</b>	<b>The organization of the narrative is <u>not well sustained</u>. Below are the descriptors:</b>
	<input type="checkbox"/> Focus is clear and maintained throughout. No off-topic info is present.	<input type="checkbox"/> Focus is adequately and generally maintained. Small amounts of off-topic present.	<input type="checkbox"/> Focus is somewhat sustained; some off-topic info is included; may have an uneven focus	<input type="checkbox"/> Focus is not well-sustained; frequent off-topic ideas or drifts may be evident
	<input type="checkbox"/> Effective introduction of main character and setting.	<input type="checkbox"/> Adequate introduction of main character and setting.	<input type="checkbox"/> Minimal introduction of main character and setting.	<input type="checkbox"/> Little or no evidence of a main character or setting
	<input type="checkbox"/> Effectively follows a logical sequence of events. Nothing is out of order or confusing.	<input type="checkbox"/> Adequate sequence of events. Most everything is in order.	<input type="checkbox"/> Weak or uneven sequence of events.	<input type="checkbox"/> Little or no organization of an event sequence
	<input type="checkbox"/> Piece has a clearly developed beginning, middle, and end which contains a reaction to what happened.	<input type="checkbox"/> Piece has a beginning, middle, and end which contains a reaction to what happened.	<input type="checkbox"/> Missing one: a beginning, middle, or end which contains a reaction to what happened.	<input type="checkbox"/> Missing two or more: a beginning, middle, or end which contains a reaction to what happened.
<input type="checkbox"/> Effective use of linking/transition words to signal event order.	<input type="checkbox"/> Adequate use of linking/transition words to signal event order.	<input type="checkbox"/> Uneven [long stretches without] use or little variety of linking/transition words to signal event order.	<input type="checkbox"/> Few or no appropriate use of linking/transition words to signal event order.	
Development/Suppo	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	<b>The narrative provides <u>thorough, effective elaboration</u> using relevant details &amp; descriptions. Below are the descriptors:</b>	<b>The narrative provides <u>adequate elaboration</u> using relevant details and descriptions. Below are the descriptors:</b>	<b>The narrative provides <u>uneven, cursory elaboration</u> using partial and uneven details and descriptions. Below are the descriptors:</b>	<b>The narrative provides <u>minimal elaboration</u> using few or no details and/or description. Below are the descriptors:</b>
	<input type="checkbox"/> Effective development of sensory details	<input type="checkbox"/> Adequate development of sensory details.	<input type="checkbox"/> Minimal development of sensory details.	<input type="checkbox"/> Little or no development of sensory details.
<input type="checkbox"/> Effectively uses specific words that are related to the topic and audience	<input type="checkbox"/> Adequate use of specific words that are related to the topic & audience.	<input type="checkbox"/> Weak or minimal use of specific words that are related to the topic & audience	<input type="checkbox"/> Little or no use of specific words that are related to the topic and audience.	
NOTE: Teach for the use of dialogue, but do not count off if it is missing since it is not required in the GLEs until Grade 3.				

	<input type="checkbox"/> Secure		<input type="checkbox"/> Developing	<input type="checkbox"/> Beginning
	4	3	2	1
	Effective command of conventions.	Adequate command of conventions.	Partial command of conventions.	Poor command of conventions.
	Uses correct conventions 90-100% of the time.	Uses correct conventions 80-89% of the time.	Uses correct conventions 60-79% of the time.	Uses correct conventions 0-59% of the time.
<b>Conventions/Skills</b>	<p><u>K-2<sup>nd</sup> Grade GLE Convention Expectations:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Writing is legible.</li> <li><input type="checkbox"/> Spacing within &amp; between words is correct.</li> <li><input type="checkbox"/> Sentences are complete &amp; make sense.</li> <li><input type="checkbox"/> Correct capitalization of: the word I, beginnings of sentences, names of people, days of the week, months of the year, holidays, &amp; abbreviated titles of people (Mr. Mrs. Dr.).</li> <li><input type="checkbox"/> Correct punctuation at the ends of sentences.</li> <li><input type="checkbox"/> Correct spelling of high-frequency words taught to this point (“Word Wall” Words + 2<sup>nd</sup> Grade High-Frequency words).</li> <li><input type="checkbox"/> Mix of phonetic (sounds recorded in order) and transitional (vowel in every syllable &amp; helper vowels to make long vowels long) spelling on unknown words.</li> <li><input type="checkbox"/> Correct use of quotation marks when dialogue is present. (Note: commas in dialogue may be incorrect &amp; dialogue in narratives is not required for scoring until grade 3.)</li> <li><input type="checkbox"/> Correct use of subject/verb agreement. (She has some dogs. We have one dog.)</li> <li><input type="checkbox"/> Correct use of commas to separate words in a list.</li> <li><input type="checkbox"/> Correct use of apostrophes in basic contractions (if present).</li> <li><input type="checkbox"/> Correct use of nouns, pronouns.</li> <li><input type="checkbox"/> Correct use of –s or –es plural endings &amp; irregular plurals (man/men).</li> <li><input type="checkbox"/> Correct use of past, present, and future tense verbs.</li> </ul>			

# Anchor Responses for Scoring Narrative Writing

Secure		Developing	Beginning
<p><b>4</b></p> <p>The organization of the narrative is <u>fully sustained</u>. Below are the descriptors:</p>	<p><b>3</b></p> <p>The organization of the narrative is <u>adequately sustained</u>. Below are the descriptors:</p>	<p><b>2</b></p> <p>The organization of the narrative is <u>somewhat sustained</u>. Below are the descriptors:</p>	<p><b>1</b></p> <p>The organization of the narrative is <u>not well sustained</u>. Below are the descriptors:</p>
<p><b>4</b></p> <p>The narrative provides <u>thorough, effective elaboration</u> using relevant details, dialogue &amp; descriptions. Below are the descriptors:</p>	<p><b>3</b></p> <p>The narrative provides <u>adequate elaboration</u> using relevant details and descriptions. Below are the descriptors:</p>	<p><b>2</b></p> <p>The narrative provides <u>uneven, cursory elaboration</u> using partial and uneven details and descriptions. Below are the descriptors:</p>	<p><b>1</b></p> <p>The narrative provides <u>minimal elaboration</u> using few or no details and/or descriptions. Below are the descriptors:</p>
<p>Learning to ride a bike takes guts. I had just received a brand new bike for my fifth birthday. It was blue and orange and had really cool flags on the back and big black tires. I couldn't wait to jump on and ride.</p> <p>My mom took me out to help me practice in the driveway, but every time I got on the seat, I lost my balance and fell over. My mom kept helping me back up into the seat, while I tried to get my balance. "Come on, you can do this! Don't give up!" my mom cheered.</p> <p>After quite a while I could ride in a slow circle without falling over. That's when I got the crazy idea I could ride down the sidewalk. My Mom was walking next to me with her hand out to keep me balanced. I was wobbly, but getting better.</p> <p>Suddenly, I came to a corner and pushed the pedal forward instead of backward where the breaks were. Mom tried to catch me, but I started rolling down the hill, faster and faster. My eyes were as big as dinner plates, and I could feel the bike going out of control.</p> <p>"No, no, no, no, no!" I yelled.</p> <p>Mom was hollering, "The breaks! Hit the breaks!" but I was too terrified to do what she said. I couldn't even remember where the brakes were.</p> <p>After a really scary ten seconds or so, I crashed into a big bush. It was a spectacular wreck. My mom came running.</p> <p>"Are you okay?" she asked as she patted me, checking for broken bones. "Yeah, just bruised up," I said. That's when I looked down and saw twigs and leaves sticking out of my shoes and bike helmet. I looked like I was half girl half tree. I hoped my new nickname wasn't going to be Tiny Tree!</p> <p>My mom helped me back onto my bike saying, "You've got to get right back on when you fall down if you want to learn."</p> <p>So, I got right back on again. I was really grateful for my mom that day. If I hadn't learned to keep trying, even when I failed at first, I'd never have learned how to ride my bike.</p>	<p>I had just gotten a new bike for my birthday and I couldn't wait to get on and ride it. It was a really cool color of blue with orange flames on it.</p> <p>First, my mom made me put on my helmet. She is always worried about me getting hurt. Once my brother got hurt when he broke his arm. Mom took me to the driveway so I could practice learning how to ride. I wasn't very good. I kept falling over.</p> <p>After a while, I could ride in a small circle without falling over. I was still wobbly, but I decided to try riding down the sidewalk.</p> <p>When I came to a corner to stop, I accidentally pushed the pedal forward instead of backward where the breaks were. My mom tried to catch me, but I started rolling down the hill so crazy fast. Mom was yelling at me to hit the breaks, but I was too scared.</p> <p>Finally, I crashed into a big green bush. My mom came running and asked me if I was okay. I said I was and I tried again. Finally, after several more tries I learned to ride my bike. I was glad I didn't give up, even though it was hard.</p>	<p>I got a bike for my birthday. I had to learn to ride it. It was blue and orange.</p> <p>First, my mom took me to the driveway. I practiced riding in the driveway. Then I had a big crash. I ran into a bush. It hurt bad. When I practiced I was going slow. When I crashed I was going fast.</p> <p>My mom helped me some more so I could ride without falling. I got the Band-Aids with the green Hulk on them for my cuts. It really hurts when you have to take it off.</p> <p>That's the story about how I learned to ride my bike.</p>	<p>My mom gave me a helmet. She took me to the driveway to practice. I don't have to practice now that I know how. I am really good at keeping my balance. I wasn't very good. I fell over and over.</p> <p>I rode in the driveway. I rode down the sidewalk. I fell.</p> <p>After that, we had dinner. My cousin came over. We played video games. I won because he's not very good at it. We stayed up all night telling jokes. What do you call a dog in the summer? A hot dog!</p>

