ERUSD – Narrative Rubric, Grade ___2___

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (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)

CA Common Core State Standards (CCSS) Alignment

NOTES: In the left criterion boxes of the rubric, the CCSS-aligned standards have been identified. As a resource for teachers, below are the standards for the current grade (2nd) as well as the previous and subsequent grades. Since the rubric score of "4" represents "above grade level" work, the 3rd grade standards were referenced.

The letter abbreviations are as follows: CCSS = Common Core State Standards   W = Writing   L=Language

Strand (Domain)	1st	2nd	3rd
Writing	3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	3. 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.	3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.
	4. Begins in grade 2	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
Language-Conventions of Grammar and Usage	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use common, proper, and possessive nouns. e. Use verbs to convey a sense of past, present, and future f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language – Conventions of Capitalization, Punctuation, and Spelling	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.