

Name \_\_\_\_\_

Date \_\_\_\_\_

Overall Level \_\_\_\_\_  
*(Developing, Meeting, or Exceeding)*

## 2<sup>nd</sup> Grade Narrative Rubric – 1<sup>st</sup>/4<sup>th</sup> Quarter

	DEVELOPING	MEETING	EXCEEDING
<b>Narrative</b>	(1) Provides <b>one</b> event.	(2) Provides a <b>well-elaborated</b> event or a <b>short sequence</b> of two to three events.	(3) Provides a <b>complex sequence</b> of more than three events.
	(1) Provides events that are <b>out of sequence</b> or only gives one event.	(2) Provides events that are in <b>sequential order</b> .	(3) Provides events that are <b>well-developed</b> and in <b>sequential order</b> .
	(1) Uses <b>one</b> detail to describe actions, thoughts, or feelings <b>for each event</b> .	(2) Uses <b>two to three</b> details to describe actions, thoughts, and feelings <b>for each event</b> .	(3) Uses <b>two to three</b> details <b>and dialogue</b> to describe actions, thoughts, and feelings <b>for each event</b> .
	(1) Uses <b>one</b> transitional word to signal event order or only gives one event.	(2) Uses transitional words to signal <b>event order</b> for <b>all</b> events.	(3) Uses transitional words to signal <b>event order</b> for <b>all</b> events and uses transitional words from <b>one detail to the next</b> .
	(1) Provides a sense of closure <b>unrelated</b> to the narrated experience.	(2) Provides a sense of closure <b>related</b> to the narrated experience.	(3) Provides a <b>well-developed</b> sense of closure <b>related</b> to the narrated experience.
<b>Organization and Focus</b>	(1) Completes anywhere from <b>one to four</b> components of the writing process.	(2) Completes <b>all</b> components of the writing process (prewriting, first draft, share/revise, edit, publish).	(3) Completes <b>all</b> components of the writing process in a <b>timely manner</b> .
	(1) Uses <b>some</b> complete sentences.	(2) Uses <b>all</b> complete sentences.	(3) Uses <b>all</b> complete sentences and <b>some</b> paragraphing.
	(1) <b>Parts</b> of the paper are neat and legible.	(2) <b>Entire</b> paper is neat and legible.	<i>***Once "meeting," the skill is mastered.</i>
	(1) Stays on topic throughout <b>most</b> of the paper.	(2) Stays on topic throughout the <b>entire</b> paper.	(3) <b>Elaborates on topic</b> throughout the <b>entire</b> paper.
	(1) Writing reflects <b>some</b> conventions mastered that were taught that quarter, but <b>not all</b> .	(2) Writing reflects <b>all</b> conventions mastered that were <b>taught that quarter</b> . <i>(Typically 3-4 conventions taught per quarter)</i>	(3) Writing reflects <b>all</b> conventions mastered that were taught in <b>previous</b> quarters as well as the <b>current</b> quarter. <i>(Applies to Qtr 2-4)</i>

*\*Students who do not meet "Developing" may receive a "zero" score for that particular area. Make note of the "zero" in the left hand margin.*

**Directions:** Circle the appropriate score for each row. Add the scores in parenthesis () and use the following Scoring Guide.

TOTAL Score \_\_\_\_\_

*Developing (0-19)*

*Meeting (20-26)*

*Exceeding (27-29)*