

Second Grade Narrative Writing Rubric

See Note Below	Kindergarten 1 Pt=Below	1.5 Pts= Below	Grade 1 2 Pts=Basic	2.5 Pts = Basic	Grade 2 3 Pts= Meets	3.5 Pts = Excels	Grade 3 4 Pts = Excels	Score
Structure								
Overall	Told, drew, and wrote a whole story	Mid-level	Wrote about when he/she or someone else did something	Mid-level	Wrote about one time when he/she did something	Mid-level	Told the story bit by bit	
Lead	Showed what happened first	Mid-level	Tried to make a beginning	Mid-level	Thought about how to write a good beginning—Chose the action, talk, or setting that would make a good beginning	Mid-level	The beginning helped readers know who the characters were and what the setting was in the story	
Transitions	Put his/her story in order	Mid-level	Put his/her story in order-- Used words such as <i>and</i> and <i>then, so</i>	Mid-level	Told the story in order by using words such as <i>when, then</i> and <i>after</i>	Mid-level	Told the story in order by using phrases such as <i>a little later</i> or <i>after that</i>	
Ending	Story showed what happened last	Mid-level	Wrote his/her ending with details	Mid-level	Chose the action, talk, or feeling that would make a good ending	Mid-level	Chose the action, talk or feeling that would make a good ending, and worked to write it well	
Organization	Story had a beginning, middle and end	Mid-level	Story had a beginning, middle and end with details	Mid-level	Story was wrote sequentially (Beg, Mid, End) with appropriate details	Mid-level	Used appropriate structure to separate beginning, middle and end of story	
Development								
Elaboration	Story indicated who was there, what they did, and how the characters felt	Mid-level	Put the picture from his/her mind on the page with details in picture and words	Mid-level	Tried to bring his/her characters to life with details, talk and action	Mid-level	Worked to show what was happening to (and in) his/her characters	x2
Craft	Drew and wrote some details about what happened	Mid-level	Used labels and/or descriptive words to give details	Mid-level	Chose strong words that would help readers visualize the story	Mid-level	Wrote in ways that got readers to picture what was happening and that brought his/her story to life	x2
Language Conventions								
Spelling	Could read his/her writing—Wrote a letter for sounds heard—Used the word wall to help him/her spell words	Mid-level	Used all he/she knew about words and chunks of words (<i>at,op,it,etc.</i>) to help spell—Spelled all the grade appropriate words correctly and used the word wall	Mid-level	Used what he/she knew about spelling patterns (tion, er, ly, etc.) to spell words—Spelled all the grade appropriate words correctly and used the word wall	Mid-level	Used what he/she knew about spelling patterns to help him/her spell and edit grade appropriate words	
Punctuation	Put spaces between words—Mostly used lowercase letters unless capitals were needed—Started most sentences with a capital letter	Mid-level	Ended sentences with punctuation—Used a capital letter for names— Used commas in dates and lists	Mid-level	Used quotation marks to show what characters said—Used apostrophes in words such as <u>can't</u> and <u>don't</u>	Mid-level	Punctuated dialogue correctly with commas and quotation marks—Punctuation at the end of every sentence—Wrote in ways that helped readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another	
<p>*Note: If a student does not have the skill(s) listed as a '1', give the student '0'</p>								Total Points

Report Scale Score Online

Number of Points	Scaled Score	Status
0	0	Refuses to Write
1-11	1	Below
11.5 – 16.5	1.5	Below
17- - 22	2	Basic
22.5 – 27.5	2.5	Basic
28 – 33	3	Meets
33.5 – 38.5	3.5	Excels
39 – 44	4	Excels