

Grade Two Narrative Assessment Rubric

| | Meets Grade One Learning Outcome Standards | Approaches One | Meets Grade Two Learning Outcome Standards | Excels at One | Meets Grade Three Learning Outcome Standards |
|--------------|--|----------------|---|---------------|---|
| Content | <ul style="list-style-type: none"> - Content and characters usually tell about personal experiences - Writing focuses on a topic - Story may include a problem - Writing includes a few details - Writing makes sense independent of context-setting illustration | | <ul style="list-style-type: none"> - Uses familiar events and ideas as a starting point for writing - Writing focuses on a topic - Story includes problem (usually stated as one of the events) - Writing includes simple details | | <ul style="list-style-type: none"> - Writing focuses on a topic - Story problem is clearly stated - Uses connections to personal knowledge and experiences to develop a fictional account - Includes descriptive details <ul style="list-style-type: none"> o Descriptions may be stereotypical/predictable o Dialogue, if present, may be confusing to the reader - Story events are predictable |
| Organization | <ul style="list-style-type: none"> - Models familiar text structure <ul style="list-style-type: none"> o Simple stories o Journals o Bed-to-bed stories o Simple description o Simple letter - Story usually has a beginning - Story may have a middle and/or end | | <ul style="list-style-type: none"> - Story has a beginning, middle, and end - Beginning of story identifies <ul style="list-style-type: none"> o Characters o Problem - Middle includes some actions/events - Ending is usually brief and/or predictable and may not be connected to the story | | <ul style="list-style-type: none"> - Beginning of story establishes <ul style="list-style-type: none"> o context, o characters (main and minor), o setting (time/place) o story problem - Middle includes actions/events and details, and follows logical sequence (coherence may falter occasionally) - Ending may be predictable and/or contrived, but is connected to actions/events |
| Word Choice | <ul style="list-style-type: none"> - Uses words related to topic - Uses descriptive words (simple adjectives and adverbs) to create an image | | <ul style="list-style-type: none"> - Word choice is appropriate for intended audience - Uses words related to topic - Uses descriptive words that may include adverbs and/or similes to create an image | | <ul style="list-style-type: none"> - Word choice is appropriate for intended audience - Uses precise vocabulary related to story - Uses some expressive language to create images (adjectives, adverbs, and/or similes) |

| | Meets Grade One Learning Outcome Standards | Approaches Two | Meets Grade Two Learning Outcome Standards | Excels at Two | Meets Grade Three Learning Outcome Standards |
|------------------|---|----------------|--|---------------|---|
| Sentence Fluency | - Uses a variety of simple sentence patterns | | - Uses a variety of simple sentence patterns (statements, questions, exclamations) | | - Uses a variety of simple and some compound sentences - Uses some transition words |
| Voice | - Writing is individual (sounds like the child is talking or telling the story) - Writing engages audience (is interesting) | | - Writing is individual (sounds like the child is talking or telling the story) - Writing engages audience (is interesting) - May show emphasis by using <ul style="list-style-type: none"> o Different sizes of print o Underlining o Repeated punctuation | | - Voice is evident - Writing creates tone that reflects feelings/emotions consistent with the story/characters. May use <ul style="list-style-type: none"> o Restating or repetition of title or important phrase o Different sizes of print, or o Punctuation - Writing evokes a feeling or response in the reader |
| Conventions | - Uses a mixture of approximated and conventional spelling - Capitalizes first letter of names, "I", and the beginning of sentences - Uses periods at the end of sentences - Errors may be distracting but basic communication is understandable | | - Uses conventional spelling for most familiar or high frequency words - Uses spelling generalizations, patterns, and structural analysis - Sometimes uses periods, question marks, and exclamation marks - Errors may be distracting but basic communication is understandable | | - Uses capitalization correctly - Spells most high-frequency words correctly; unfamiliar words are spelled phonetically - Uses end punctuation correctly - Errors do not interfere with communication |