

## Narrative-Grade 2 Writing Rubric

Score	4	3	2	1
<b>Organization/Purpose</b>	<p><b>The narrative, real or imagined, is clearly organized. The response:</b></p> <ul style="list-style-type: none"> <li>• clearly narrates an event or short sequence of events</li> <li>• provides a logically sequenced event(s) using temporal words to signal order</li> <li>• provides a clear closure</li> </ul>	<p><b>The narrative, real or imagined, is adequately organized. The response:</b></p> <ul style="list-style-type: none"> <li>• adequately narrates an event or short sequence of events</li> <li>• provides an adequately sequenced event(s) using temporal words to signal order</li> <li>• provides a sense of closure</li> </ul>	<p><b>The narrative, real or imagined, is somewhat organized. The response:</b></p> <ul style="list-style-type: none"> <li>• unevenly or inconsistently narrates an event or short sequence of events</li> <li>• inconsistently sequences an event(s) and may use temporal words to signal order, with some flaws</li> <li>• provides a weak closure</li> </ul>	<p><b>The narrative, real or imagined, lacks organization. The response:</b></p> <ul style="list-style-type: none"> <li>• includes no discernable event; may be too brief</li> <li>• provides an unconnected or random event(s) and/or lacks the use of temporal words to signal order</li> <li>• provides no closure</li> </ul>

<b>Narrative-Grade2 Writing Rubric</b>				
<b>Score</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Development/Elaboration</b>	<p><b>The narrative, real or imagined, provides effective elaboration using relevant details and/or description. The response:</b></p> <ul style="list-style-type: none"> <li>includes vivid details to describe actions, thoughts, and feelings</li> <li>connects to source materials to enhance the narrative</li> <li>appropriately incorporates a sense of style that enhances the narrative</li> </ul>	<p><b>The narrative, real or imagined, provides adequate elaboration using relevant details and/or description. The response:</b></p> <ul style="list-style-type: none"> <li>includes details that describe actions, thoughts, and feelings</li> <li>connects to source materials to contribute to the narrative</li> <li>uses a sense of style that may contribute to the narrative</li> </ul>	<p><b>The narrative, real or imagined, provides little elaboration using relevant details and/or description. The response:</b></p> <ul style="list-style-type: none"> <li>includes limited or confusing details to describe actions, thoughts, and feelings</li> <li>connects to source materials and though information may be ineffective, awkward, or vague, it does not interfere with the narrative</li> <li>inconsistently or weakly attempts to create a sense of style to support the narrative</li> </ul>	<p><b>The narrative, real or imagined, does not provide relevant elaboration. The response:</b></p> <ul style="list-style-type: none"> <li>lacks descriptive details</li> <li>lacks a connection to source materials, or if evident, the connection may detract from the narrative</li> <li>demonstrates little or no evidence of style to support the narrative</li> </ul>

Narrative-Grade 2 Writing Rubric			
Score	2	1	0
Conventions	<p>The response demonstrates an adequate command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>adequate use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates a partial command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>limited use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>	<p>The response demonstrates little or no command of conventions. The response demonstrates:</p> <ul style="list-style-type: none"> <li>infrequent use of correct sentence formation, punctuation, capitalization, grammar usage, and spelling</li> </ul>

**Holistic Scoring:**

**Variety:** A range of errors includes sentence formation, punctuation, capitalization, grammar usage, and spelling.

**Severity:** Basic errors are more heavily weighted than higher-level errors.

**Density:** The proportion of errors to the amount of writing done well; this includes the ratio of errors to the length of the piece.

\* Refer to the [Smarter Balanced-Conventions Chart](#) for further information. Please note that students are responsible for grade-level expectations and standards identified in all previous grades.