

WRITING PORTFOLIO GUIDE: Grade 2 Narrative Writing



Connecticut State Department of Education

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WRITING PORTFOLIO GUIDE: Grade 2 Narrative Writing

To develop and promote effective writing assessment resources that align to the Connecticut Core Standards, the Connecticut State Department of Education (CSDE) developed training materials to support classroom teachers' instruction of writing throughout the year.

This particular Grade 2 guide includes a grade-appropriate text and an evidence-based writing prompt that was administered to over 120 second-grade students representing a range of writing abilities from across Connecticut. The CSDE collected and scored their responses with guidance from the Writing Assessment Advisory Committee.

These materials can be used for classroom-, building-, or district-level training to support evidence-based student writing.

Background

During the fall and early winter of 2017, English language arts consultants from the CSDE visited seven Grade 2 classrooms in Connecticut in which the mentor text, *Alexander and the Terrible, Horrible, No Good, Very Bad Day* by Judith Viorst was read aloud to students. Following the reading, the class was asked to think about a time they had a terrible, horrible, no good, very bad day, and then write a story about their not so good day. Students were directed to tell what happened using details and examples to explain their day, and to make sure their writing had an introduction, body, and conclusion.

Student responses were scored across three writing dimensions (Organization/Purpose, Development/Elaboration, and Conventions) using Connecticut-developed scoring rubrics aligned to the Smarter Balanced ELA Performance Task Writing Rubrics and the Connecticut Core Standards (CCS) for Grade 2.

The collection represents a range in both depth and abilities. Examining student responses across the three dimensions for writing provides teachers with a closer look at individual and group strengths and weaknesses in writing. In particular, this writing prompt calls for students to use evidence-based examples in their written response. By looking more closely at the three scoring dimensions, teachers can provide students with specific tools and instruction needed to meet the grade-level expectations set in the standards.

The scoring rubrics were meant to be general and can be used with a variety of writing assignments across content areas and purposes. They can be used in part to focus on one particular dimension, such as using Development/Elaboration, or in their entirety to identify students' strengths and weaknesses in writing.

Student Exemplars

The exemplar set for Grade 2 narrative writing contains a stimulus, an item stem, scoring rubrics, a Smarter Balanced Performance Task Conventions Scoring Chart, writing anchor papers, and a student-friendly rubric.

Directions for using this ELA/Literacy guide:

1. Start by reading the stimulus and the accompanying item stem.
2. Examine the specific rubrics for each dimension and score point.
3. Read through the condition code document to better understand how to score unusual responses.
4. Read the student's response each time a new rubric is used.

Writing Portfolio Guide Glossary

Source: informational or research-based texts from various academic disciplines for students to use as evidence or support in their writing.

Item Stem/Your Assignment: a paragraph prompting the student to create a focused written response.

Anchor Papers: examples of student responses and scoring comments ordered from high to low by score point. In this set of anchor papers, each student response received three annotated scores: a score for Organization/Purpose, a score for Development/Elaboration, and a score for Conventions.

Scoring Rubrics: a description of the item expectations that includes a description of response characteristics typically exhibited at each score point to ensure consistent scoring.

Scores with Plus or Minus

Within a score point there are varying levels, from the low end of the point indicated by a minus sign, to the very high end of a score point, indicated by a plus sign. This allows us to differentiate when hand scoring between those students who are either barely within a score point and those that are close to the next score point. This additional information is beneficial when learning to score a paper and when determining next steps in instruction based on students' strengths and weaknesses.

Grade 2 Narrative Writing

Source: Viorst, J. (1972) *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Atheneum, New York.

Item Stem/Your Assignment: Think about a time when you had a terrible, horrible, no good, very bad day. Write a story about your not so good day. What happened? Make sure that your story has a beginning, middle, and an ending. Use details and examples to explain your day.

Standards

The Connecticut Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCS ELA) are grounded in evidence and designed to ensure that all students have the academic knowledge and skills they need to succeed after high school. The CCS ELA standards progression documents provide a view of learning expectations by strand and by grade level, and can be useful in understanding why the standards are sequenced the way they are across a number of grade levels. The CCS ELA K–5 writing standards progression provides a more comprehensive identification of the skills and expectations at each grade level in the writing strand, and were designed to support organizing curriculum and classroom instruction. To access the learning progression documents, visit www.ctcorestandards.org.

Grade 2 Narrative Writing Scoring Rubrics

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

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

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

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CONVENTIONS	
Holistic Scoring:	<ul style="list-style-type: none"> 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.

Smarter Balanced — Conventions Chart — April 2014

Grades K–1

Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> • Use regular plural nouns correctly by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). • Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. 	<p>Capitalize:</p> <ul style="list-style-type: none"> • the first word in a sentence. • the pronoun I. • names of people. • days of the week. • months of the year. 	<p>Use end punctuation for sentences.</p> <p>Use commas</p> <ul style="list-style-type: none"> • in dates. • to separate single words in a series. 	<p>Nouns:</p> <ul style="list-style-type: none"> • Correctly use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). <p>Verbs:</p> <ul style="list-style-type: none"> • Correctly use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). <p>Pronoun:</p> <ul style="list-style-type: none"> • Correctly use common personal, possessive, and in-definite pronouns (e.g., I, me, my; they, them, their; anyone, every-thing). <p>Determiners:</p> <ul style="list-style-type: none"> • Correctly use determiners (e.g., articles, demon-stratives). <p>Conjunctions:</p> <ul style="list-style-type: none"> • Correctly use frequently occurring conjunctions (e.g., and, so, but, because). 	<p>N/A</p>

Smarter Balanced — Conventions Chart — April 2014

Grade 2

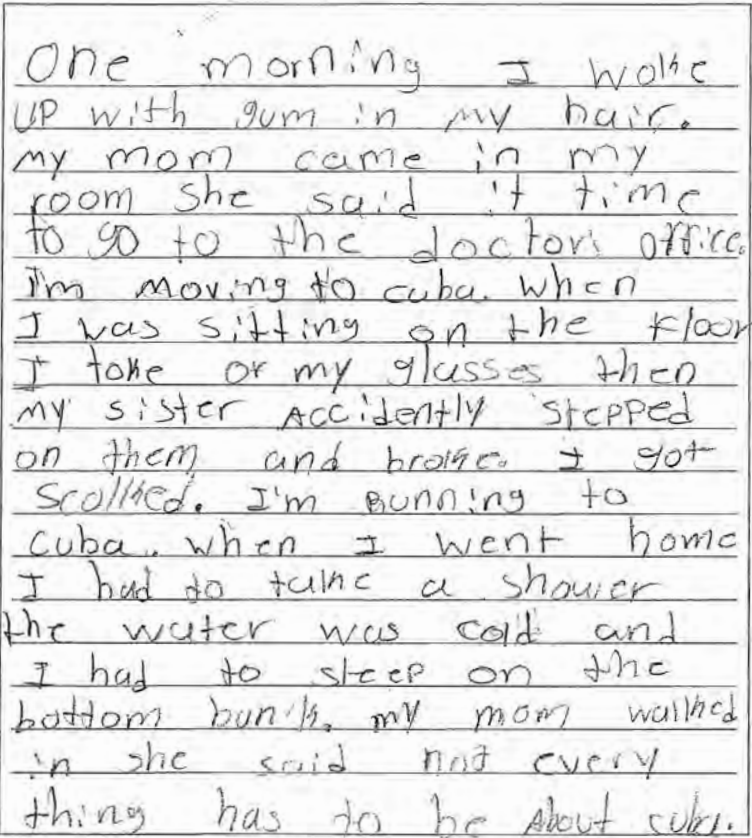
Spelling	Capitalization	Punctuation	Grammar Usage	Sentence Completion
<ul style="list-style-type: none"> Spell words at grade level and below correctly. 	<p>Capitalize:</p> <ul style="list-style-type: none"> holidays. product names. geographic names. greetings and closings. 	<p>Use commas</p> <ul style="list-style-type: none"> in greetings and closings of letters. <p>Use an apostrophe</p> <ul style="list-style-type: none"> to form contractions. in [frequently occurring] possessives. 	<p>Nouns:</p> <ul style="list-style-type: none"> Correctly use collective nouns (e.g., group). Correctly use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). <p>Verbs:</p> <ul style="list-style-type: none"> Correctly use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). <p>Pronouns:</p> <ul style="list-style-type: none"> Correctly use reflexive pronouns (e.g., myself, ourselves). 	N/A

Smarter Balanced Condition Code Categories

For the purposes of scoring open-ended responses on the summative test, including Performance Tasks, Smarter Balanced applies the following Condition Code Categories to capture those responses that do not fulfill the expectation of the test item. In some cases, a student may not provide a response, while another case may include a response unrelated to the question or topic being assessed. These codes allow the handscorer to categorize the type of response and provide more information than merely scoring it a zero.

Condition Codes	Smarter Balanced Condition Code Category Updated April 25, 2017
B	<p>Blank</p> <p>No response provided</p>
I	<p>Insufficient</p> <p>a. Student has not provided a meaningful response. Some examples:</p> <ul style="list-style-type: none"> • Random keystrokes/handstrokes • Undecipherable text • <i>I hate this test</i> • <i>I don't know, IDK</i> • <i>I don't care</i> • <i>I like pizza!</i> (in response to a reading passage about helicopters) • Response consists entirely of profanity <p>b. For ELA Full Writes, use "I" code (Insufficient) for responses described above and also if:</p> <ul style="list-style-type: none"> • student's original work is insufficient to determine whether he or she is able to organize, cite evidence/elaborate, and use conventions as defined in the rubrics; or • response is too brief to determine whether it is on purpose or on topic.
L	<p>Non-Scorable Language</p> <p>ELA/literacy: Language other than English and/or Mathematics: Language other than English or Spanish</p>
T	<p>Off Topic <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off topic when the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources (especially for informative/explanatory and opinion/argumentative).</p> <ul style="list-style-type: none"> • Off-topic responses are generally substantial responses.
M	<p>Off Purpose <i>for ELA Full Writes Only</i></p> <p>Definition: A writing sample will be judged off purpose when the student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> • An off-purpose response addresses the topic of the task, but not the purpose of the task. • Note that students may use narrative techniques in an explanatory essay or use argumentative/persuasive techniques to explain, for example, and still be on purpose. • Off-purpose responses are generally developed responses (essays, poems, etc.) clearly not written to the designated purpose.

Grade 2 Anchor Sets

GRADE 2	P-1	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4	4	2-
 <p>One morning I woke up with gum in my hair. My mom came in my room she said it time to go to the doctor's office. I'm moving to cuba. When I was sitting on the floor I take or my glasses then my sister accidently stepped on them and broke. I got scolded. I'm running to cuba. when I went home I had to take a shower the water was cold and I had to sleep on the bottom bunk. my mom walked in she said not every thing has to be about cuba.</p>		<p>4: This narrative opens using a similar format to the text and continues that throughout (<i>I'm running to Cuba</i>). The student includes a conclusion and effectively uses transitional words (<i>One morning</i>).</p>		
		<p>4: The student develops this narrative and clearly connects to the tone and structure of the source material while adding their own personal twist (<i>I'm moving to Cuba</i>).</p>		
		<p>2-: This paper includes a mix of spelling and capitalization errors, but overall demonstrates a command of conventions.</p>		

"One morning I woke up with gum in my hair. My mom came in my room. She said it time to go to the doctor's office. I'm moving to Cuba. When I was sitting on the floor I took off my glasses, then my sister accidently stepped on them and broke. I got scolded. I'm running to Cuba. When I went home I had to take a shower. The water was cold and I had to sleep on the bottom bunk. My mom walked in and she said, 'Not everything has to be about Cuba.'"

GRADE 2	P-2	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4	1

I had a Terrible, Horrible, No good, but day
 It all began this morning my sister's
 boyfriend stepped on my cat's tail. Then
 she started to scream very loud it sound
 like this Rew - Mor - Ay - Row/Row.

In the middle she started to cry like
 a little baby and she said "Doesn't
 have the money to go to the
 vet she only has \$20.05. Her
 boyfriend said sorry but she
 wasn't listening to him. She was
 really sad and mad at him. She was
 still crying like a little baby.
 The end of the story she was going
 to work she went to the car I could
 still hear her crying. Her boyfriend
 was still apologizing to her. The end.

"I had a terrible, horrible, no good, bad day. It all began this morning. My sister's boyfriend stepped on my cat's tail. Then, she started to scream very loud. It sounded like this: rew-mor-ay-rowrow.

In the middle, she started to cry like a little baby and she said she doesn't have the money to go to the vet. She only has \$20.05. Her boyfriend said sorry, but she wasn't listening to him. She was really sad and mad at him. She was still crying like a little baby.

The end of the story, she was going to work. She went to the car. I could still hear her crying. Her boyfriend was still apologizing to her. The end."

4-: The narrative includes an introduction, and attempts to sequence the story using temporal words as a guide for writing (*In the middle; In the end*). The response provides a sense of closure.

4: The student uses vivid description and lots of narrative details to support character development. The vocabulary is effective (*It sounded like this: rew-mor-ay-rowrow; cry like a baby; \$20.05*).

1: The response contains basic spelling errors, minor verb tense issues, and problematic grammar usage.

GRADE 2	P-3	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		4-	4-	2-

I ouch ouch ouch
 I was playing out
 side and my sister
 bit me on the back. I was hurting
 her back my mom came
 back out and took my
 I-pad away ewin thouw
 it was spo to to my
 sister I knew it was going
 to be a bad day. I was
 playing with my ball
 and it got stuck on shelf.
 and I had to wait for
 my mom and dad to
 come get it down. I could
 tell it was going to be
 a very very bad day. But
 you always have a bunch
 of good days to and that's
 great.
 But any where around
 the world there is always
 a bad day

"Ouch, Ouch, Ouch
 I was playing outside and my sister bit me on the back. I
 was hurting her back; my mom came back out and took
 my iPad away even though it was supposed to my sister.
 I knew it was going to be a bad day. I was playing with
 my ball and it got stuck on the shelf and I had to wait for
 my mom and dad to come get it down. I could tell it was
 going to be a very, very bad day. But you always have a
 bunch of good days too and that's great. But anywhere
 around the world there is always a bad day."

4-: The student clearly narrates events with a logical sequence, but temporal words would have helped the flow of the paper. There is a clear closure in this response.

4-: The student develops each event (*ball stuck; had to wait*) and follows the tone of the narrative prompt (*I knew it was going to be a bad day*). However, without the use of temporal words, the elaboration of details sounds like a list.

2-: The response has frequent spelling errors (*tuck, ewin, thouw*), but capitalization and punctuation are consistent.

GRADE 2	P-4	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3+	3	0

at math time I got so tired
 that I Fele a sleep. and at quiet
 time I had to Read A Book instid
 of drawing. after school
 MY DadD was late coming home
 that I Kodint have a SNOW
 Ball Fite. and at night time
 I just Playe 1 game OF
 Kards and I yushulie
 play 3 games or 4.
 It was a ... terrible Horrible No Good
 very Bad Day.

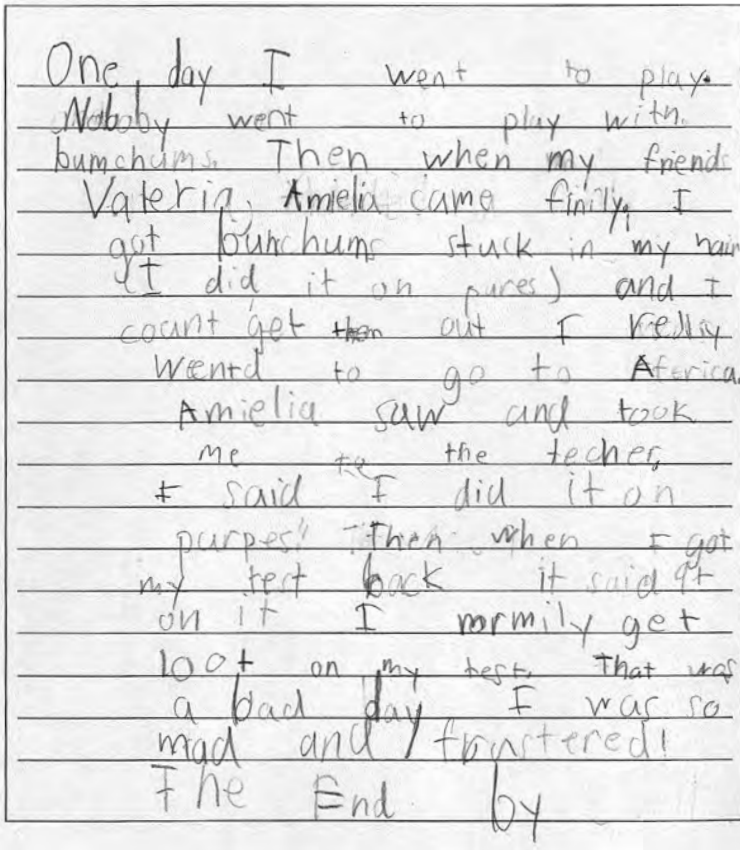
"At math time, I got so tired that I fell asleep. And at quiet time, I had to read a book instead of drawing. After school, my dad was late coming home that I couldn't have a snowball fight. And at night time, I just played one game of cards and I usually play 3 games or 4. It was a terrible, horrible, no good, very bad day."

3+: This response has no real beginning, but does include a conclusion that follows nicely from the narrative prompt provided.

3: This response is detailed, with a sense that it follows the narrative prompt — one bad thing after another just keeps happening.

0: While the content receives a higher score, errant capitalization, problematic spelling, and incomplete sentences place this paper in the 0 score point category.

GRADE 2	P-5	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	3	1-



"One day, I went to play. Nobody went to play with bunchems. Then when my friends Valeria, Amelia came finally, I got bunchems stuck in my hair (I did it on purpose) and I couldn't get them out. I really wanted to go to Africa. Amelia saw and took me to the teacher. I said, "I did it on purpose." Then, when I got my test back it said 9+ on it. I normally get 100+ on my test. That was a bad day. I was so mad and frustrated! The end."

3-: There is an attempt at an introduction, as well as an attempt to follow the tone and style of the narrative prompt (*I really wanted to go to Africa*). However, the organization of the writing makes this response confusing at times. The conclusion is weak and the narrative ends abruptly.

3: The student does provide a voice (*I did it on purpose*), and while some of the details are relevant and specific (*got a 9+ on a test instead of 100+*), this response does include some information that is confusing and detracts from the narrative. The vocabulary is appropriate (*mad and frustrated*).

1-: There are incomplete sentences, frequent misspellings, a backward letter, and problematic punctuation, all of which interfere with understanding. This response demonstrates a limited control of conventions.

GRADE 2	P-6	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	3	0

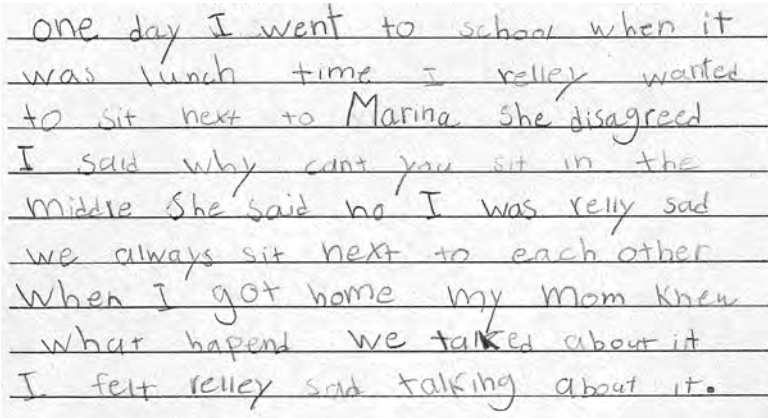
It Was Christmas EVE
 and my baby cousin made a big mess it looked
 like a big fat pig and I showed my mom and
 she said that I had to clean the mess and
 I said why mommy? and she said because
 you did it and I said no and she said
 who? and I said Jalene my baby cousin and
 she said ok but you still need to clean and
 I said ok fine but I put it under my
 bed and my dad saw it and he
 said to clean it tomorrow.

"It was Christmas Eve and my baby cousin made a big mess. It looked like a big fat pig and I showed my mom and she said that I had to clean the mess and I said, 'Why Mommy?' And she said, 'Because you did it.' And I said, 'No.' And she said, 'Who?' And I said, 'Jalene, my baby cousin.' And she said, 'Ok, but you still need to clean.' And I said, 'Ok, fine,' but I put it under my bed and my Dad saw it and he said to clean it tomorrow."

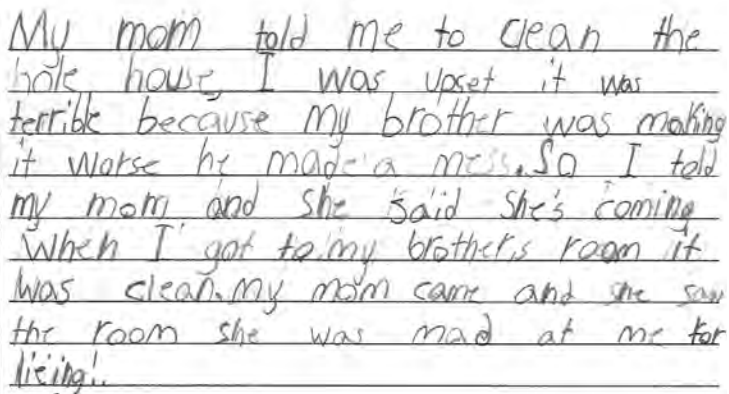
3-: This response has an introduction and sense of closure. The focus is maintained throughout.

3: The response includes a mix of general and specific detail, and uses dialogue to support the narrative.

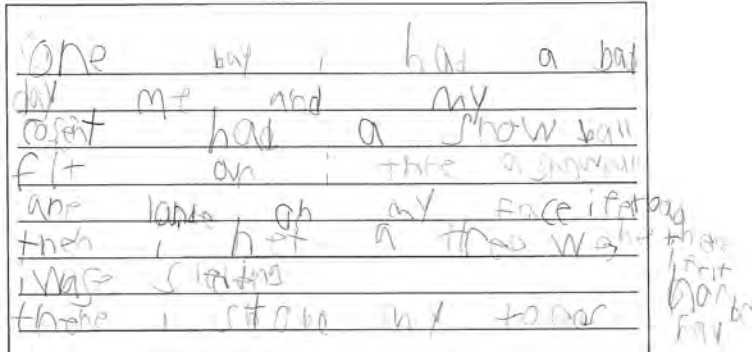
0: This response meets the criteria of errors in variety, severity, and density. The amount of errors in relation to the amount of writing places this response in the score point 0 category.

GRADE 2	P-7	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	3-	1
 <p>“One day I went to school. When it was lunch time I really wanted to sit next to Marina. She disagreed. I said, ‘Why can’t you sit in the middle?’ She said, ‘No.’ I was really sad. We always sit next to each other. When I got home, my mom knew what happened. We talked about it. I felt really sad talking about it.”</p>		<p>3-: The student provides an introduction and a sense of an ending. The use of temporal words help signify the order of this one, focused event.</p>		
		<p>3-: The student uses dialogue to develop the narrative. There are some details provided to support the narrator’s thoughts and feelings (<i>I was really sad; We always sit next to each other; I felt really sad talking about it</i>).</p>		
		<p>1: There is inconsistent use of punctuation and correct capitalization, demonstrating a limited control of conventions.</p>		

GRADE 2	P-8	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		3-	2	1-
<p>In the beggining of the day I slept in late so my mom scolded me and then I was the last to get showered so I was scolded after the worst break fast I got scoldings all days. Then I could play out side and got a cut it was a inch, and the worst ever on earth Lunch ouppito. Last I couldn't play with my older Cousin and no dessecart with dinner and had to share my bed. Thats my Terrible Horrible no good very very very bad bad bad bad bad bad bad Day on earth. The End</p> <p><i>"In the beginning of the day I slept in late, so my mom scolded me, and then I was the last to get showered, so I was scolded. After the worst breakfast, I got scoldings all days. Then I could play outside and got a cut. It was an inch. And the worst ever on earth lunch: ouppito. Last, I couldn't play with my older cousin and no dessert with dinner and had to share my bed. That's my terrible, horrible, no good, very, very, very, bad, bad, bad, bad, bad, bad, bad day on earth. The end."</i></p>		<p>3-: The student establishes a clear introduction and provides a conclusion that connects to the mentor text (<i>That's my terrible, horrible, no good, very, very, very, bad... day on earth</i>). However, there is minimal use of temporal words to signal order (<i>then I was last; Then I could play outside; Last, I couldn't play with my older cousin</i>).</p>		
		<p>2: The response includes limited fluidity and a weak connection between details and events. The details are presented in a list-like manner.</p>		
		<p>1-: This response has some spelling, capitalization, and punctuation errors demonstrating a limited control of conventions.</p>		

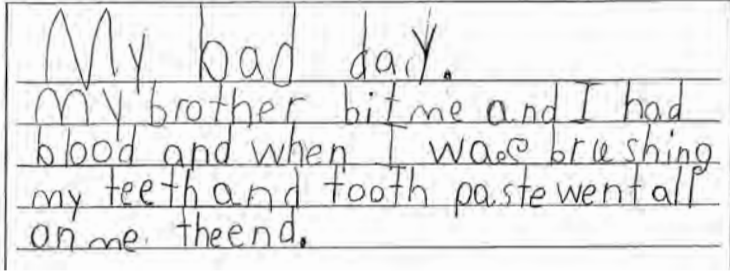
GRADE 2	P-9	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2	2	1-
 <p data-bbox="191 995 883 1220">"My mom told me to clean the whole house. I was upset. It was terrible because my brother was making it worse. He made a mess. So, I told my mom and she said she's coming. When I got to my brother's room, it was clean. My mom came and she saw the room. She was mad at me for lying."</p>		<p>2: In this response, the student provides a sense of an introduction as well as a sense of conclusion.</p>	<p>2: The response is somewhat general and list like, and there is not enough development or elaboration when describing the events that contribute to the writer's bad day (<i>told me to clean the whole house; He made a mess; it was clean</i>). The student also attempts to use some dialogue to develop the narrative (<i>So, I told my mom and she said she's coming</i>).</p>	<p>1-: In this response, the student makes multiple spelling errors (<i>hole/whole, lieing/lying</i>). Punctuation is inconsistent and lacking in some instances (<i>I was upset it was terrible because my brother was making it worse he made a mess</i>). This student demonstrates a limited control of conventions.</p>

GRADE 2	P-10	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		2-	2-	0
		<p>2-: The student provides a basic opening (<i>One day I had a bad day</i>), but no closure. Temporal words are used to denote sequence, but the student overuses “then.”</p>		
		<p>2-: The student provides limited details to describe an event. There is a lack of elaboration to develop the narrative and the various events that contributed to the writer’s bad day (<i>hit a tree; stubbed my toes</i>).</p>		
		<p>0: In this paper, there are frequent errors in spelling and verb tense. There is no capitalization and no punctuation.</p>		










“One day I had a bad day. Me and my cousin had a snowball fight and I threw a snowball and landed on my face. I felt bad. Then I felt horrible. Then I hit a tree when I was sledding. Then I stubbed my toes.”

GRADE 2	P-11	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	2-	1+
<p>I was in my room I fell in my room Then my sister took my candy It was a terrible horrible, no good, very bad day I was mad!!! Then brother took my toys It was mad!!!!!!</p> <p><i>"I was in my room. I fell in my room. Then, my sister took my candy. It was a terrible, horrible, no good, very bad day. I was mad!!! Then brother took my toys. It was mad!!!!!!"</i></p>			<p>1: The response does not include a clear introduction or conclusion. The sequence and transition of events is minimally developed.</p>	
			<p>2-: In this response, the elaboration is vague and list-like (<i>fell in my room; sister took my candy; brother took my toys</i>). While the events in this narrative are undeveloped, the narrator's reaction is repetitive (<i>I was mad; was mad</i>).</p>	
			<p>1+: Missing words and missing punctuation demonstrate a limited control of conventions.</p>	

GRADE 2	P-12	Organization/ Purpose (1-4 Points)	Development/ Elaboration (1-4 Points)	Conventions (0-2 Points)
		1	1	1+
 <p>“My bad day. My brother bit me and I had blood and when I was brushing my teeth and toothpaste went all on me. The end.”</p>		<p>1: The student attempts to narrate an event (<i>My bad day</i>), but does not use transitional words or cues to support the sequence of events. The narrative is one extended sentence with the overuse of the word “and.” The narrative concludes abruptly (<i>The end</i>).</p>		
		<p>1: The student does not integrate details to support the list-like events (<i>bit me and I had blood and when I was brushing</i>).</p>		
		<p>1+: While this response does not contain spelling errors, it is one long run-on sentence. There are missing words and sentence structure issues.</p>		

The following optional *Second Grade Writer's Checklist* can be used or modified by the teacher to meet the appropriate writing objectives to assist classroom instruction.

Second Grade Narrative Writer's Checklist		
I wrote a beginning to my story.		
I used words to describe the characters and setting.		
I connected the events in my story.		
I included details to explain the character's thoughts, actions, and feelings.		
I wrote an ending to my story.		
I double-checked my writing for complete sentences, neatness, correct spelling, and punctuation.		
I tried my best!	