Name: _____   Date: _____

Rubric for Narrative Writing—Second Grade

	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
STRUCTURE								
Overall	The writer told, drew, and wrote a whole story.	Mid-level	The writer wrote about when he did something.	Mid-level	The writer wrote about *one time* when she did something.	Mid-level	The writer told the story bit by bit.	
Lead	The writer had a page that showed what happened first.	Mid-level	The writer tried to make a beginning for her story.	Mid-level	The writer thought about how to write a good beginning and chose a way to start his story. He chose the action, talk, or setting that would make a good beginning.	Mid-level	The writer wrote a beginning in which she helped readers know who the characters were and what the setting was in her story.	
Transitions	The writer put her pages in order.	Mid-level	The writer put his pages in order. He used words such as *and* and *then*, *so*.	Mid-level	The writer told her story in order by using words such as *when*, *then*, and *after*.	Mid-level	The writer told his story in order by using phrases such as *a little later* or *after that*.	
Ending	The writer had a page that showed what happened last in his story.	Mid-level	The writer found a way to end her story.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending.	Mid-level	The writer chose the action, talk, or feeling that would make a good ending, and worked to write it well.	
Organization	The writer's story had a page for the beginning, a page for the middle, and a page for the end.	Mid-level	The writer wrote his story across three or more pages.	Mid-level	The writer wrote a lot of lines on a page and wrote across a lot of pages.	Mid-level	The writer used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in his story.	
								TOTAL

	Kindergarten (1 POINT)	1.5 PTS	Grade 1 (2 POINTS)	2.5 PTS	Grade 2 (3 POINTS)	3.5 PTS	Grade 3 (4 POINTS)	SCORE
DEVELOPMENT								
Elaboration*	The writer's story indicated who was there, what they did, and how the characters felt.	Mid-level	The writer put the picture from her mind onto the page. She had details in pictures and words.	Mid-level	The writer tried to bring his characters to life with details, talk, and actions.	Mid-level	The writer worked to show what was happening to (and in) her characters.	(X 2)
Craft*	The writer drew and wrote some details about what happened.	Mid-level	The writer used labels and words to give details.	Mid-level	The writer chose strong words that would help readers picture her story.	Mid-level	The writer not only told his story, but also wrote it in ways that got readers to picture what was happening and that brought his story to life.	(X 2)
TOTAL								TOTAL
LANGUAGE CONVENTIONS								
Spelling	The writer could read her writing. The writer wrote a letter for the sounds she heard. The writer used the word wall to help her spell.	Mid-level	The writer used all he knew about words and chunks of words (*at*, *op*, *it*, etc.) to help him spell. The writer spelled all the word wall words right and used the word wall to help him spell other words.	Mid-level	To spell a word, the writer used what he knew about spelling patterns (*tion*, *er*, *ly*, etc.). The writer spelled all of the word wall words correctly and used the word wall to help him figure out how to spell other words.	Mid-level	The writer used what she knew about spelling patterns to help her spell and edit before she wrote her final draft. The writer got help from others to check her spelling and punctuation before she wrote her final draft.	

* Elaboration and Craft are double-weighted categories: Whatever score a student would get in these categories is worth double the amount of points. For example, if a student exceeds expectations in Elaboration, then that student would receive 8 points instead of 4 points. If a student meets standards in Elaboration, then that student would receive 6 points instead of 3 points.

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LANGUAGE CONVENTIONS (cont.)								
Punctuation	The writer put spaces between words. The writer used lowercase letters unless capitals were needed. The writer wrote capital letters to start every sentence.	Mid-level	The writer ended sentences with punctuation. The writer used a capital letter for names. The writer used commas in dates and lists.	Mid-level	The writer used quotation marks to show what characters said. When the writer used words such as *can't* and *don't*, she used the apostrophe.	Mid-level	The writer punctuated dialogue correctly with commas and quotation marks. While writing, the writer put punctuation at the end of every sentence. The writer 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.	
								TOTAL

Teachers, we created these rubrics so you will have your own place to pull together scores of student work. You can use these assessments immediately after giving the on-demands and also for self-assessment and setting goals.

Scoring Guide

In each row, circle the descriptor in the column that matches the student work. Scores in the categories of Elaboration and Craft are worth double the point value (*2, 3, 4, 5, 6, 7,* or *8* instead of *1, 1.5, 2, 2.5, 3, 3.5,* or *4*).

Total the number of points and then track students' progress by seeing when the total points increase.

Total score: _____

If you want to translate this score into a grade, you can use the provided table to score each student on a scale of 0–4.

Number of Points	Scaled Score
1–11	**1**
11.5–16.5	**1.5**
17–22	**2**
22.5–27.5	**2.5**
28–33	**3**
33.5–38.5	**3.5**
39–44	**4**