

Student Name _____ Teacher Name _____ School _____

Date of Attempt _____ Points _____ /70 (90%-100% = exceeds; 80%-89% = meets; 70%-79% = approaching; 69% and below = limited) Proficiency Level _____

DCSD Grade 2-Rubric: PERSONAL NARRATIVE

<u>Limited – 0 points per box</u>	<u>Approaching – 3 points per box</u>	<u>Meets -4 points per box</u>	<u>Exceeds – 5 points per box</u> One Year Above Grade Level
<p><u>Narrative Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Little or no focus or confusing or major drift or too brief to be maintained <p><u>Organization/Elaboration of Narrative</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Too brief for progression of ideas <input type="checkbox"/> Lacks opening sentence <input type="checkbox"/> Little or no discernible plot <input type="checkbox"/> Little or no use of details <input type="checkbox"/> Lacks closing sentence <input type="checkbox"/> Few or no use of transitions <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Vague or confusing or missing sensory details <input type="checkbox"/> Vague or confusing or missing concrete words <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent errors in capitalization and punctuation obscure meaning <input type="checkbox"/> Consistent errors in usage and sentence formation obscure meaning <input type="checkbox"/> Lacks spacing between words <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells three or more 2nd Grade high frequency words used within the piece <input type="checkbox"/> Student spells less than 60% of grade appropriate words correctly 	<p><u>Narrative Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Somewhat focused and maintained <p><u>Organization/Elaboration of Narrative</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes less than five (5) sentences to develop personal narrative experiences or events <input type="checkbox"/> Weak opening sentence (does not include who, did what, when) <input type="checkbox"/> Uneven sequence of events from beginning to end (may have obvious flaws) <input type="checkbox"/> No examples of follow-up sentences to the topic sentence <input type="checkbox"/> Weak closing sentence (does not express an observation, opinion, or feeling) <input type="checkbox"/> Inconsistent use of transitional strategies with little variety <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Uneven or weak use of sensory details may not advance the purpose <input type="checkbox"/> Uneven or weak use of concrete words and phrases may not advance the purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Inconsistent use of capitalization and punctuation <input type="checkbox"/> Frequent errors in usage may obscure meaning <input type="checkbox"/> Inconsistent use of spacing between words <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Misspells one to two DCSD 2nd Grade high frequency words used within the piece <input type="checkbox"/> Student spells 70% of grade appropriate words correctly 	<p><u>Narrative Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequately focused and maintained throughout <p><u>Organization/Elaboration of Narrative</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes at least five complete sentences to develop personal narrative experiences or events <input type="checkbox"/> Uses a "stand-alone" opening sentence (who, did what, when). <input type="checkbox"/> Adequate and natural sequence of events, from beginning to end, creates a sense of unity (may have minor flaws) <input type="checkbox"/> At least one example of a follow-up sentence to support topic sentences <input type="checkbox"/> Closing sentence expresses an observation, opinion, or feeling <input type="checkbox"/> Adequate use of a variety of transitional words, phrases, and clauses (some ideas may be loosely connected). <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate use of sensory details generally advances the purpose <input type="checkbox"/> Adequate use of concrete words and phrases generally advances the purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Adequate use of correct punctuation and capitalization <input type="checkbox"/> Some errors in usage and sentence formation are present (no systemic pattern of errors) <input type="checkbox"/> Adequate spacing between words <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD 2nd Grade high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 80% of grade appropriate words correctly 	<p><u>Narrative Focus</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly focused and maintained throughout <p><u>Organization/Elaboration of Narrative</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> In response to a prompt, student writes multiple (5+) paragraphs to develop personal narrative experiences or events <input type="checkbox"/> Opening paragraph clearly hooks the reader and establishes a situation <input type="checkbox"/> Logical and natural sequence of events, from beginning to end, creates unity and completeness <input type="checkbox"/> "Step-by-step" elaboration of one major event, supported by 9-10 supporting detail sentences <input type="checkbox"/> Closing paragraph effectively shows thought; expresses an observation, opinion, reaction of feeling about the event(s) described <input type="checkbox"/> Effective, consistent use of a variety of transitional strategies <p><u>Language and Vocabulary</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective use of sensory details clearly advances the purpose <input type="checkbox"/> Effective use of concrete words and phrases clearly advances the purpose <p><u>Conventions</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> Effective and consistent use of commas and quotation marks to indicate direct speech and quotations <input type="checkbox"/> Effective and consistent use of capitalization, punctuation, grammar usage and sentence formation <input type="checkbox"/> Adequate use of paragraph indentation <p><u>Spelling*</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> ALL DCSD 3rd Grade high frequency words used within the piece are spelled correctly <input type="checkbox"/> Student spells 90% of grade appropriate words correctly

*Students may use classroom resources (i.e. Word Wall, dictionaries, etc.)