## Narrative Rubric, Grade ___2___

**Grade Level Standards Refer to End of Year Performance**

<table>
<thead>
<tr>
<th>Focus/ Setting</th>
<th>Above Grade Level</th>
<th>Achieving Standards (At Grade Level)</th>
<th>Approaching Standards</th>
<th>Developing Standards (Below Grade Level)</th>
</tr>
</thead>
</table>
| **CCSS**: | - Responds skillfully to all parts of the prompt  
- Establishes a situation in a well-elaborated recount of an event or short series of events | - Responds to all parts of the prompt  
- Recounts a well-elaborated event or short sequence of events | - Responds to most parts of the prompt  
- Attempts to recount an event or a short sequence of events | - Responds to some or no parts of the prompt  
- Fails to recount an event or a short series of events |
| **Organization/Plot** | - Uses temporal words and phrases to signal event order  
- Provides clear closure. | - Includes vivid details that describe actions, thoughts, and feelings  
- Includes details that describe actions, thoughts, and feelings | - Includes few or irrelevant details to describe actions, thoughts, and feelings | - Insufficient or no details |
| **CCSS**: | - W – 3 | | | |
| **Narrative Techniques** | - Uses a variety of adjectives and adverbs strategically  
- Uses a variety of prior and current grade-level pronouns correctly  
- Uses verb tenses and plural nouns correctly, including irregular forms  
- Produces correct simple, compound, and complex sentences | - Uses adjectives and adverbs appropriately  
- Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself)  
- Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)  
- Produces correct simple and compound sentences | - Uses some simple adjectives and adverbs appropriately  
- Uses prior and current grade-level pronouns correctly some of the time  
- Uses some regular verb tenses and common plural nouns correctly  
- Produces mostly correct and complete sentences | - Uses adjectives and adverbs inappropriately or not at all  
- Uses pronouns incorrectly or not at all  
- Uses verb tenses and plural nouns incorrectly  
- Produces mostly incorrect sentences |
| **Language-Conventions of Grammar and Usage** | - Uses a variety of adjectives and adverbs strategically  
- Uses a variety of prior and current grade-level pronouns correctly  
- Uses verb tenses and plural nouns correctly, including irregular forms  
- Produces correct simple, compound, and complex sentences | - Uses adjectives and adverbs appropriately  
- Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself)  
- Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)  
- Produces correct simple and compound sentences | - Uses some simple adjectives and adverbs appropriately  
- Uses prior and current grade-level pronouns correctly some of the time  
- Uses some regular verb tenses and common plural nouns correctly  
- Produces mostly correct and complete sentences | - Uses adjectives and adverbs inappropriately or not at all  
- Uses pronouns incorrectly or not at all  
- Uses verb tenses and plural nouns incorrectly  
- Produces mostly incorrect sentences |
| **CCSS**: | - L – 1b  
- L – 1e  
- L – 1f  
- L – 1g | | | |
| **Language – Conventions of Capitalization, Punctuation, and Spelling** | - Capitalizes correctly and consistently with no errors: first word in a sentence, “I,” proper nouns, and titles  
- Uses commas, apostrophes, and end punctuation correctly all the time  
- Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors | - Capitalizes correctly and consistently with a minor error: first word in a sentence, “I,” proper nouns, and titles  
- Uses commas, apostrophes, and end punctuation correctly most of the time  
- Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors | - Capitalizes correctly and consistently with some errors: first word in a sentence, “I,” proper nouns, and titles  
- Uses commas, apostrophes, and end punctuation correctly some of the time  
- Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability | - Capitalizes incorrectly with many errors  
- Uses commas, apostrophes, and end punctuation incorrectly or not at all  
- Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability |
| **CCSS**: | - L – 2 | | | |

*CCSS – Common Core State Standards alignment (“W” = Writing strand; “L”= Language strand)

Hayward Unified School District Educational Services- 2013  
*Adapted from Elk Grove Unified School District*