**Narrative Text-Based Writing Rubric**

# Grade 2

|  | Score of 4 | Score of 3 | Score of 2 | Score of 1 |
| --- | --- | --- | --- | --- |
| Reading/ Research  (only if applicable) | The writing –   * makes effective use of available resources * effectively uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes adequate use of available resources * uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes limited use of available resources * inconsistently uses relevant and sufficient text support from the provided resources with accuracy | The writing –   * makes inadequate use of available resources * fails to use relevant and sufficient text support from the provided resources with accuracy |
| Development | The writing –   * skillfully recounts a well-elaborated event or short sequence of events * skillfully includes details to describe actions, thoughts, and feelings * demonstrates effective use of writing process (using technology if applicable) ∆ | The writing –   * recounts a well-elaborated event or short sequence of events * includes details to describe actions, thoughts, and feelings * demonstrates adequate use of writing process (using technology if applicable) ∆ | The writing –   * recounts an event or short sequence of events with insufficient elaboration * has insufficient details to describe actions, thoughts, and feelings * demonstrates limited use of writing process (using technology if applicable) ∆ | The writing –   * recounts an event or short sequence of events with little or no elaboration * has few, if any, details to describe actions, thoughts, and feelings * demonstrates inadequate use of writing process (using technology if applicable) ∆ |
| Organization | The writing –   * skillfully uses temporal words to signal event order * skillfully provides a sense of closure | The writing –   * uses temporal words to signal event order * provides a sense of closure | The writing –   * uses some temporal words to signal event order * attempts to provide a sense of closure | The writing –   * uses few, if any, temporal words to signal event order * fails to provide a sense of closure |
| Language/ Conventions | The writing –   * demonstrates a well-developed command of standard English conventions * has sentences that are skillfully constructed with appropriate variety in length and structure | The writing –   * demonstrates a command of standard English conventions; errors do not interfere with understanding * has sentences that are generally complete with sufficient variety in length and structure | The writing –   * demonstrates a limited and/or inconsistent command of standard English conventions; errors may interfere with understanding * has some sentence formation errors and/or a lack of sentence variety | The writing –   * demonstrates a weak command of standard English conventions; errors interfere with understanding * has frequent and severe sentence formation errors and/or a lack of sentence variety |

∆ Added by NCSD #1 Used with permission from: Theresa Bennett/Denise Weiner/Denise Allen