**Second Grade Analytical Rubric for Narrative Writing**

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|  | **4**  **Highly Proficient** | **3**  **Proficient** | **2**  **Nearing**  **Proficiency** | **1**  **Working Towards**  **Proficiency** |
| **Focus and Organizational Structure:** I can recount two or more sequenced events. | Writing effectively recounts more than two clearly connected sequenced events. | Writing recounts two clearly connected sequenced events. | Writing recounts two unconnected sequenced events, or a single event. | Writing lacks a clear sequence of events. |
| **Elaboration:** I can give some details to describe actions, thoughts and feelings. | Writing includes a variety of strong details about what happened. | Writing includes some details about what happened. | Writing includes few and/or unrelated details about what happened. | Writing lacks details about what happened. |
| **Transitions:** I can use temporal words to signal order. | Writing effectively uses a variety of temporal words to signal order. | Writing uses temporal words to signal order. | Writing uses some and/or repetitive temporal words to signal order. | Writing lacks temporal words to signal order. |
| **Conclusion:** I can provide some sense of closure. | Writing provides a strong and relevant sense of closure. | Writing provides some sense of closure. | Writing provides a general sense of closure. | Writing provides no sense of closure. |

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| 4  Highly Proficient | 3  Proficient | 2  Nearing Proficiency | 1  Working Towards Proficiency |
| Writing **demonstrates** command of capitalization, punctuation, and correct spelling that **skillfully** enhances the meaning. | Writing **demonstrates** command of capitalization, punctuation, and correct spelling. | Writing **begins to** demonstrate command of capitalization, punctuation, and correct spelling. | Writing **does not demonstrate** command of capitalization, punctuation, and correct spelling. |
| Conventions   * Capitalize holidays, product names and geographic names * Use commas in greetings and closings of letters * Use an apostrophe to form contractions and frequently occurring possessives * Generalize learned spelling patterns when writing words * Consult reference materials including beginning dictionaries as needed to check and correct spellings | | | |

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| 4  Highly Proficient | 3  Proficient | 2  Nearing Proficiency | 1  Working Towards Proficiency | |
| Writing or speaking **(consistently) demonstrates** command of standard English grammar that **skillfully** enhances the meaning. | Writing or speaking **demonstrates** command of standard English grammar. | Writing or speaking **begins** **to** demonstrate command of standard English grammar. | Writing or speaking **does not** demonstrate command of standard English grammar. | |
| Grammar   * Use of collective nouns * Form and use frequently occurring irregular plural nouns (e.g. feet, children, teeth, mice, fish) * Use reflexive pronouns (e.g., myself, ourselves) * Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) * Use adjectives and adverbs and choose between them depending on what is to be modified * Produce, expand, and rearrange complete simple and compound sentences | | | |