

Awww! A time I did  
the right thing is when  
my brother droped his  
new toy in the lake.

I tryed to help him  
but it kept floating  
deeper in. I tryed swimming  
but it still did not come

back to us. I tried to  
find another toy but  
he did not want any other  
toy. I kept the toy in the  
lake. I was so upset  
that I could not get  
it back to him. I finally  
asked if I could take a

Name \_\_\_\_\_

Date \_\_\_\_\_

ride in the boat to

get his toy and they said

yes. I got the toy

finally. I felt great

when I gave the toy

back to him.

15

EGUSD – Narrative Rubric, Grade 2

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus/Setting</b> CCSS*: > W - 3 > W - 4	<ul style="list-style-type: none"> <li>Responds skillfully to all parts of the prompt</li> <li>Establishes a situation in a well-elaborated recount of an event or short series of events</li> <li>Uses temporal words and phrases to signal event order</li> <li>Provides clear closure.</li> </ul>	<ul style="list-style-type: none"> <li>Responds to all parts of the prompt</li> <li>Recounts a well-elaborated event or short sequence of events</li> <li>Uses temporal words to signal event order</li> <li>Provides a sense of closure</li> <li>Includes details that describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Responds to most parts of the prompt</li> <li>Attempts to recount an event or a short sequence of events. Missing information creates confusion.</li> <li>Limited use of temporal words to signal event order</li> <li>Attempts to provide closure</li> <li>Includes few or irrelevant details to describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Responds to some or no parts of the prompt</li> <li>Fails to recount an event or a short series of events</li> <li>No use of temporal words or only uses temporal words without events.</li> <li>Does not provide closure</li> <li>Insufficient or no details</li> </ul>
<b>Organization /Plot</b> CCSS: > W - 3	<ul style="list-style-type: none"> <li>Includes vivid details that describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Includes details that describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Includes few or irrelevant details to describe actions, thoughts, and feelings</li> </ul>	<ul style="list-style-type: none"> <li>Insufficient or no details</li> </ul>
<b>Narrative Techniques</b> CCSS: > W - 3	<ul style="list-style-type: none"> <li>Uses a variety of adjectives and adverbs strategically</li> <li>Uses a variety of prior and current grade-level pronouns correctly</li> <li>Uses verb tenses and plural nouns correctly, including irregular forms</li> <li>Produces correct simple, compound, and complex sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses adjectives and adverbs appropriately</li> <li>Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself)</li> <li>Uses verb tenses and plural nouns correctly, including some irregular forms (e.g., is/was; child/children)</li> <li>Produces correct simple and compound sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses some simple adjectives and adverbs appropriately</li> <li>Uses prior and current grade-level pronouns correctly some of the time</li> <li>Uses some regular verb tenses and common plural nouns correctly</li> <li>Produces mostly correct and complete sentences</li> </ul>	<ul style="list-style-type: none"> <li>Uses adjectives and adverbs inappropriately or not at all</li> <li>Uses pronouns incorrectly or not at all</li> <li>Uses verb tenses and plural nouns incorrectly</li> <li>Produces mostly incorrect sentences</li> </ul>
<b>Language-Conventions of Grammar and Usage</b> CCSS: > L - 1b > L - 1e > L - 1f > L - 1g	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly most of the time</li> <li>Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes incorrectly with many errors</li> <li>Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability</li> </ul>
<b>Language – Conventions of Capitalization, Punctuation, and Spelling</b> CCSS: > L - 2	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with no errors: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly all the time</li> <li>Applies above grade-level spelling rules and patterns correctly, including irregular high-frequency words; no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with a minor error: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly most of the time</li> <li>Applies grade-level spelling rules and patterns correctly (reference core sound/spelling resources); few to no errors</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes correctly and consistently with some errors: first word in a sentence, "I," proper nouns, and titles</li> <li>Uses commas, apostrophes, and end punctuation correctly some of the time</li> <li>Applies some grade-level spelling rules and patterns correctly; some errors and phonetic spelling interfere with readability</li> </ul>	<ul style="list-style-type: none"> <li>Capitalizes incorrectly with many errors</li> <li>Uses commas, apostrophes, and end punctuation incorrectly or not at all</li> <li>Misapplies grade-level spelling rules through phonetic spelling; excessive errors interfere with readability</li> </ul>

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

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—  
— Last summer I went  
to a tigers game on  
the way in there was a  
homeless person and he  
had a bucket and I had  
20¢ in my pocket and I  
gave it to him. he looked  
scary but I now that he  
wasnt. he was very pale  
I felt bad for him. he looked  
downey and he was dirty.  
and he aley had the cloth

on his Back. It was horrible.

It was very sad. I was

happy that I did that.

But seeing somebody like

that was sad.

EGUSD – Narrative Rubric, Grade 2

13.5

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
<b>Focus/ Setting</b> Responds skillfully to all parts of the prompt Establishes a situation in a well-elaborated recount of an event or short series of events Uses temporal words and phrases to signal event order Provides clear closure. Includes vivid details that describe actions, thoughts, and feelings	Responds to all parts of the prompt Recounts a well-elaborated event or short sequence of events Uses temporal words to signal event order Provides a sense of closure Includes details that describe actions, thoughts, and feelings	Responds to most parts of the prompt Attempts to recount an event or a short sequence of events. Missing information creates confusion. Limited use of temporal words to signal event order Attempts to provide closure Includes few or irrelevant details to describe actions, thoughts, and feelings	Responds to some or no parts of the prompt Fails to recount an event or a short series of events No use of temporal words or only uses temporal words without events. Does not provide closure Insufficient or no details	
<b>Organization /Plot</b> CCSS: W - 3 W - 4	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 simple adjectives and adverbs appropriately Uses prior and current grade-level pronouns correctly (e.g., I, me, my, they, them, their, myself) Uses 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	
<b>Language Conventions of Grammar and Usage</b> CCSS: L - 1b L - 1e L - 1f L - 1g	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 some errors: first word in a sentence, "I," proper nouns, 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	
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