**Narrative Writing Rubric**  
**Grade 2**

<table>
<thead>
<tr>
<th>Score</th>
<th>Narrative Focus</th>
<th>Organization</th>
<th>Elaboration of Narrative</th>
<th>Language and Vocabulary</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | The narrative, real or imagined, is clearly focused:  
  • Effectively establishes a beginning, middle, and end  
  • Effectively establishes characters and setting | Recounts several appropriately sequenced events:  
  • Recounts several events in order from beginning to end  
  • Writing includes details to describe actions, thoughts, and feelings  
  • Writing demonstrates clear and consistent use of temporal words to signal event order  
  • Writing provides a sense of closure | The response provides a thorough recount of events strongly related to the prompt:  
  • Provides a detailed reaction to what happened  
  • Effective use of narrative techniques (1st person; 3rd person; etc) | The narrative, real or imagined, clearly and effectively expresses experiences or events:  
  • Effective use of details advance the story | The narrative, real or imagined, demonstrates a strong command of conventions:  
  • Few, if any, errors, in usage  
  • Effective and consistent use of punctuation, capitalization, and spelling |
| 3     | The narrative, real or imagined, is adequately focused:  
  • Adequately establishes a beginning, middle, and end | Recounts two or more appropriately sequenced events:  
  • Adequate sequence of events from beginning to end.  
  • Adequate beginning, middle, and end  
  • Clear use of temporal words to signal event order | The response provides a recount of events related to the prompt:  
  • Provides a reaction to what happened | The narrative, real or imagined, adequately expresses experiences or events:  
  • Adequate use of details advance the story | The narrative, real or imagined, demonstrates an adequate and growing command of conventions:  
  • Some errors in usage but no systematic pattern of errors is displayed  
  • Adequate use of punctuation, capitalization, and spelling |
| 2     | The narrative, real or imagined, is somewhat maintained and may have a minor drift in focus:  
  • May be missing a beginning, middle, or end | Recounts sequenced events:  
  • Uneven sequence of events from beginning to end.  
  • Opening and closure, if present are weak.  
  • Weak connection among ideas | The response provides a recount of events somewhat related to the prompt:  
  • A reaction (if any) to what happened is unclear or vague | The narrative, real or imagined, unevenly expresses experiences or events:  
  • Partial or weak use of details may not advance the story | The narrative, real or imagined, demonstrates a partial command of conventions:  
  • Frequent errors in usage may obscure meaning.  
  • Inconsistent use of punctuation, capitalization, and spelling |
| 1     | The narrative, real or imagined, may be maintained but may provide little or no focus:  
  • May have a major drift  
  • Focus may be confusing or ambiguous. | Recounts events:  
  • Sequence of events, if present, is unclear and interferes with comprehension  
  • No clear beginning or ending  
  • Missing connections among ideas | The response provides events unrelated to the prompt:  
  • Use of narrative techniques is minimal, absent, in error, or irrelevant. | The narrative, real or imagined, expression of ideas is vague, lacks clarity or is confusing:  
  • Uses limited language | The narrative, real or imagined, demonstrates a lack of command of conventions:  
  • Errors are frequent and severe; meaning is often obscured  
  • Use of punctuation and spelling is not evident |
| 0     | A response gets no credit if it provides no evidence of the ability to write a narrative | | | | |

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