

**Washington West Supervisory Union
Narrative Writing Rubric Grades K-2**

		Beginning	Emerging	Proficient	Advanced
STRUCTURE	Focus	<ul style="list-style-type: none"> Identifies a topic or event to communicate through writing or drawing 	<ul style="list-style-type: none"> Uses a combination of drawing and dictation/writing (K) to recount an event or short sequence of events; may be missing key parts or may tell a story too large to be told in detail. Names characters or places from the narrative 	<ul style="list-style-type: none"> Uses a combination of drawing and dictation/writing (K) to focus on one story or sequence of events. Identifies setting, narrator and/or characters as appropriate. 	<ul style="list-style-type: none"> Uses a combination of drawing and dictation/writing (K) to focus on one story or sequence of events AND Establishes context by effectively introducing a setting, narrator/characters, and/or point of view.
	Organization	<ul style="list-style-type: none"> Has more than one event (e.g. beginning, next or end part) 	<ul style="list-style-type: none"> Has a beginning, middle and end that may lack cohesion 	<ul style="list-style-type: none"> Has a cohesive beginning, middle and ending Use of transitions tells the story smoothly 	<ul style="list-style-type: none"> Organizes a natural, logical sequence of events from beginning to end Chooses transition words and phrases to convey meaning in the story Provides a conclusion that follows from the narrated experiences or events
DEVELOPMENT	Support/ Evidence	<ul style="list-style-type: none"> Draws and writes some details about what happened. May be through labels 	<ul style="list-style-type: none"> Uses labels and words to give details 	<ul style="list-style-type: none"> Includes details that describe actions, thoughts and feelings 	<ul style="list-style-type: none"> Experiences, characters, setting and/or events are developed through use of details, dialogue or description
	Craft	<ul style="list-style-type: none"> Uses adjectives and adverbs in writing, or through scribed drawing 	<ul style="list-style-type: none"> Student uses specific words to create a picture in the reader's mind Uses techniques such as visual craft (bold, size, shape, placement on the page) 	<ul style="list-style-type: none"> Some use of sensory, concrete and figurative language that connect to the overall purpose Uses techniques such as dialogue to elaborate on character's thoughts, actions or reactions Some sentence variety is evident 	<ul style="list-style-type: none"> Uses relevant and descriptive details and sensory language which connect to the overall purpose of the narrative Elaborates on actions, reactions, motivations, thoughts or feelings through use of dialogue or other techniques Uses a variety of sentence structure
CONVENTIONS	Grammar Usage Mechanics	<ul style="list-style-type: none"> Correct letters for the sounds Uses spaces between words 	<ul style="list-style-type: none"> Correct words and chunks of words (at, it, etc.) appropriate to grade level Use of classroom tools (e.g. word wall) to help spell words Ends sentences with punctuation, uses capital letter for names 	<ul style="list-style-type: none"> May contain some errors in grammar, usage and mechanics appropriate to grade level but does not distract the reader 	<ul style="list-style-type: none"> Correctly uses grade level appropriate sentence formation, punctuation, capitalization, grammar usage and spelling

June 23, 2016

Adapted from the Elk Grove Unified School District, K. Hess National Center for Assessment, Smarter Balanced Assessment Consortium Fall 2014