

Morrice Area Schools – Narrative Writing Rubric

1st - 2nd Grade

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

Adapted from Elk Grove Unified School District Common Core Writing Rubrics
 CCSS – Common Core State Standards alignment (“W” = Writing strand; “L” = Language strand)

