

Standards Based Assessment Rubric
Mode and Grade of Writing: Second Grade Narrative

	Exceeds Expectations 4	Meets Expectations 3	Approaching Expectations 2	Expectations Not Met 1
Ideas	<ul style="list-style-type: none"> ♦ Engages and sustains interest by setting a purpose. ♦ Begins to include variety of examples, facts and details. ♦ Begins to develop characters. 	<ul style="list-style-type: none"> ♦ Engages reader’s interest by setting a purpose. ♦ Begins to include some examples, facts and details. ♦ Characters may not be fully developed. 	<ul style="list-style-type: none"> ♦ Demonstrates some sense of audience by setting a purpose. ♦ Little evidence of examples, facts and details. ♦ Minimal character development. 	<ul style="list-style-type: none"> ♦ Little or no topic development. ♦ Little or no detail. ♦ Little or no character developed.
Organization	<ul style="list-style-type: none"> ♦ Organization pattern is based on a purpose with a clear beginning, middle and end. ♦ Details clearly presented using appropriate organization patterns (e.g. chronological order, cause and effect, similarity and difference. ♦ Transitional elements are evident in the paper. 	<ul style="list-style-type: none"> ♦ Organization pattern has beginning, middle and end. ♦ Information is loosely presented using appropriate organization patterns (e.g. chronological order, cause and effect, similarity and difference. ♦ Transitions are beginning to emerge. 	<ul style="list-style-type: none"> ♦ Organization is uneven. ♦ Information is loosely presented. ♦ Minimal transitions. 	<ul style="list-style-type: none"> ♦ Little or no organization. ♦ Lacking information. ♦ Little or no transitions.
Style	<ul style="list-style-type: none"> ♦ Includes many sensory details. ♦ Begins to use novel language and varied sentence patterns. ♦ Begins to demonstrate perfecting an understanding of when to use formal or informal language. 	<ul style="list-style-type: none"> ♦ Includes some sensory details. ♦ Experimenting with novel language and varied sentence patterns. ♦ Begins to demonstrate knowledge of when to use formal or informal language. 	<ul style="list-style-type: none"> ♦ Limited use of details. ♦ Minimal variety of sentence patterns. ♦ Little knowledge of when to use formal or informal language. 	<ul style="list-style-type: none"> ♦ Lacks sensory details. ♦ Simple word choice and sentence patterns.
Conventions	<ul style="list-style-type: none"> ♦ Contains correct sentences, usage, grammar, and spelling that make the writer’s ideas understandable. <p>*All spelling, grammar, punctuation comments assume grade level expectations.</p>	<ul style="list-style-type: none"> ♦ Some spelling, punctuation, grammar are present but do not interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors in spelling/punctuation interrupt the flow of communication and may interfere with meaning. 	<ul style="list-style-type: none"> ♦ Errors in spelling, punctuation, grammar prevent the reader from understanding the writer’s message.