

Grade 2: Narrative Writing Rubric with WIDA language proficiency levels

| | Entering | Emerging | Developing/Expanding | Bridging/Reaching Grade Level Mainstream |
|--|--|---|---|---|
| <p>Ideas Establishes a setting and characters to recount a well-elaborated real or imagined event or short sequence of events (W.2.3)</p> | <p>1 ~Tells stories in L1 using labeled pictures and/or single words that tell several connected events and show main characters 1 ~Uses sentence frames or starters to tell a story</p> | <p>2 ~Tells stories using labeled pictures that tell several connected events and show main characters 2 ~Uses graphic organizers and sentence stems to support writing</p> | <p>3 ~Writes real or imagined experiences or events with a graphic organizer 3 ~Includes a narrator and characters</p> | <p>4 ~Writes real or imagined experiences or events 4 ~Introduces a narrator and characters in a way that supports the story</p> |
| <p>Organization Establishes a beginning, uses temporal words to signal event order, and writes a conclusion that provides a sense of closure (W.2.3)</p> | <p>1 ~Attempts to begin a story in L1 and/or using pictures/single words 1 ~ May attempt to show characters' actions, thoughts, and feelings 1 ~Attempts to convey sequence in L1, or with pictures and labels using a word bank 1 ~May attempt to finish a story with formulaic ending (i.e. the end)</p> | <p>2 ~Attempts to begin a story 2 ~Begins to show characters' actions, thoughts, and feelings 2 ~Attempts to convey events in sequence with pictures and labels or with practiced transition words (first, next, then) 2 ~May attempt to finish a story using sentence frames or starters</p> | <p>3 ~Writes a beginning 3 ~ Shows characters' actions, thoughts, and feelings 3 ~Uses some routine transition words to connect event sequences 3 ~Writes a recognizable conclusion</p> | <p>4 ~Writes a strong lead 4 ~Uses descriptive words and phrases to show characters' actions, thoughts, and feelings 4 ~Uses varied transition words to connect clear event sequences 4 ~Writes a well-formulated conclusion that ties the events</p> |
| <p>Sentence Fluency Uses sentence varieties (simple, compound, prepositional phrases and time clauses) (L.2.1f)</p> | <p>1 ~May write sentences with common verbs (is/are; have/has) using a sentence frame, single words and/.or copied text</p> | <p>2 ~Communicates with single words, phrases, or short sentences. 2 ~Uses formulaic or practiced sentences. 2 ~May attempt to show time</p> | <p>3 ~Uses some sentence variety (simple, compound) 3 ~Attempts to use some prepositional phrases 3 ~Uses one or more time clauses with a word bank</p> | <p>4 ~Varies sentence structure to make the piece more interesting to read (simple & compound) 4 ~Uses a range of prepositional phrases 4 ~ Uses varied time clauses</p> |

| | | | | |
|--|---|---|--|--|
| <p>Word Choice Uses common verbs and past tense irregular verbs (L.2.1d) Uses adjectives and adverbs (L.2.1e) Uses specific vocabulary and phrases (L.2.1a,b,c)</p> | <p>1 ~Uses common vocabulary</p> | <p>2 ~Uses common verbs 2 ~Uses simple adjectives 2 ~Uses some specific content words with the support of a word bank</p> | <p>3 ~Uses common verbs and the past tense of irregular verbs 3 ~Uses common adjectives and some more descriptive ones 3 ~Uses some adverbs 3 ~Uses some specific/technical vocabulary</p> | <p>4 ~Uses a range of verbs 4 ~Uses a range of adjectives 4 ~Uses a range of adverbs 4 ~Uses specific vocabulary and phrases</p> |
| <p>Conventions Spells grade appropriate words correctly (L.2.2) Uses correct capitalization (L.2.2) Uses correct punctuation including commas (L.2.2)</p> | <p>1 ~Copies words correctly 1 ~Uses an alphabet chart or word wall to spell some words with help 1 ~May attempt capitalization. 1 ~May attempt to use end punctuation with a sentence frame</p> | <p>2 ~Spells some grade appropriate words correctly 2 ~Attempts to use spelling patterns but comprehensibility is difficult 2 ~Uses some capitalization 2 ~Uses some end punctuation</p> | <p>3 ~Spells many grade appropriate words correctly 3 ~Attempts to use spelling patterns when writing words 3 ~Most capitalization is correct 3 ~Most punctuation is correct with some attempt at commas or apostrophes evident if needed</p> | <p>4 ~Spells grade appropriate words correctly 4 ~ Uses learned spelling patterns when writing words (boy-boil) 4 ~Uses correct capitalization 4 ~Uses correct punctuation including commas and apostrophes if needed</p> |

| POINTS | SCORE | ELL LEVELS | POINTS | SCORE | MAINSTREAM |
|--------|-------|-----------------------|--------|-------|--|
| 1-12 | 1 | Entering ELL | 1-32 | 1 | Does Not Meet Grade Level Expectations |
| 13-32 | 2 | Emerging ELL | | | |
| 33-45 | 3 | Developing ELL | 33-57 | 2 | Approaches Grade Level Expectations |
| 46-57 | 4 | Expanding ELL | | | |
| 58-68 | 5/6 | Bridging/Reaching ELL | 58-68 | 3 | Meets Grade Level Expectations |