

Grade 2 Personal Recount Rubric

Child's Name: _____

Personal Recount Features

1 = Shows little evidence of meeting the standard; 2 = Shows some evidence of meeting the standard; 3 = Meets the standard; 4 = Exceeds the standard					
Purpose (W.3.2, W.2) [DISCOURSE]	Not Observed	1	2	3	4
to document a sequence of events; to entertain		Reflects a different purpose than required by the task.	Some sentences reflect an accurate purpose, but most do not.	Purpose is mostly accurate, but one or more sentences deviate from the purpose.	Purpose is accurate, and all sentences support the genre purpose.
Structure (W.3.2, W.2, ELD-LA.2-3. Narrate.Expressive) [DISCOURSE]	Not Observed	1	2	3	4
Orientation: introduces who the story is about, where and when it happened, and what happened		Attempts to introduce the story with 1-2 elements that are unclear or off topic.	Attempts to introduce the story, but only includes 1-2 elements; OR includes 3-4 elements that are unclear or off topic.	Introduces who the story is about and when and where it happened.	Introduces who the story is about, where and when it happened, and what happened.
Sequence of Events: includes all events documented in sequence; includes major and		Recounts a single well-developed event, OR includes two events that are unrelated, not sequenced, or not	Recounts two or more sequenced events. Includes some development of events.	Recounts three or more sequenced and well-elaborated events; includes details that show actions, thoughts,	Recounts three or more sequenced and well-elaborated events; includes details and dialogue that show

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sub-events		developed.		and feelings.	actions, thoughts, and feelings.
Conclusion: concludes the recount with a final event, by talking about why the experience was important, or with a feeling	Ends with a conclusion: yes no If yes, which type of conclusion? final event by talking about why the experience was important with a feeling				
Language [WORD/PHRASE] [SENTENCE]	Not Observed	1	2	3	4
Verbs: Uses a variety of past tense verbs to develop the topic and characters (L.1.2.d, L.5, ELD-LA.2-3.Narrate.Expressive)		Verbs are written in different tenses. Repeats the same verbs; verbs do not develop the topic.	Uses past tense verbs that develop the topic.	Uses a variety of past tense verbs that develop the topic and characters.	Uses a variety of past tense verbs that develop the topic and characters. Includes a variety of saying verbs when writing dialogue.
Adverbs: Expands sentences using adverbs to describe <i>when</i> and <i>where</i> events happened (L.1.2.e, ELD-LA.2-		Does not expand sentences with adverbs, or introduces new events using only temporal words, such as “first,” “next,” “then,” and “last.”	Expands some sentences with adverbs that describe <i>when</i> and/or <i>where</i> .	Uses adverbs to order and connect events (e.g., “Yesterday, ...” or “Later, ...”) and to describe where most events happened.	Uses adverbs to precisely connect events to one another (e.g., “Yesterday, after dinner...”) and to describe where events happened.

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3.Narrate.Expressive)					
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Means of Expression: Writing

(W.3.2, L.2.2.a, L.2.2.b, L.2.2.c, L.2.2.d, L.2.2.e, ELD-LA.2-3.Narrate.Expressive)

Sentence Complexity

1	2	3	4
Writes one simple sentence.	Writes simple sentences. May include one or two indicators in bold to expand sentences and/or engage and adjust for audience.	Expands sentences and engages and adjusts for audiences by including all indicators in bold.	Expands sentences and engages and adjusts for audiences by including all indicators in bold, plus additional indicators.

Writes and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences that include

- Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) [DISCOURSE] [WORD/PHRASE]
- Saying verbs (yelled, said, whispered) to add details about characters in dialogs [WORD/PHRASE]
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night) [DISCOURSE] [WORD/PHRASE]
- **Verbs to describe what characters do, think, and feel [WORD/PHRASE]**
- **Verbs and adjectives to judge behavior and situation (mended, destroyed, nasty, thoughtful) [WORD/PHRASE]**
- **Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) [WORD/PHRASE]**
- **Connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE] [WORD/PHRASE]**

Engages and adjusts for audience through

Word choices to convey attitudes, develop suspense, share excitement (my amazing adventure, super interesting, fantastic!) [WORD/PHRASE]

Sensory and literary language (yucky), onomatopoeia (BOOM! CRASH!) to add interest [WORD/PHRASE]

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Language to address reader/listener and draw them in (It was so exciting!) [WORD/PHRASE]

Conventions

Conventions	Not Observed	1	2	3	4
Capitalization L.2.2.a		Minimal or incorrect use of uppercase letters.	Inconsistently capitalizes the first word in a sentence, holidays, product names, and geographic names.	Aside from one error, capitalizes the first word in a sentence, holidays, product names, and geographic names.	Capitalizes the first word in a sentence, holidays, product names, and geographic names.
Punctuation L.2.2.b L.2.2.c		Errors in end punctuation are frequent, making the piece difficult to read.	Inconsistently uses end punctuation, commas, and apostrophes.	Aside from one error, correctly uses end punctuation, commas, and apostrophes.	Correctly uses end punctuation, commas in the greetings and closings of letters, and apostrophes to form contractions and frequently-occurring possessives.
Spelling L.2.2.d L.2.2.e		Errors in spelling are severe and often obscure meaning.	Includes frequent errors in the spelling of learned spelling patterns and heart words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials (Foundations posters, Foundations Student Notebook, etc.)	Generalizes learned spelling patterns and shows evidence of using reference materials (Foundations posters, Foundations Student Notebook, etc.) when writing words.

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				when writing words.	
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If a student is not yet writing multiple sentences, score below.

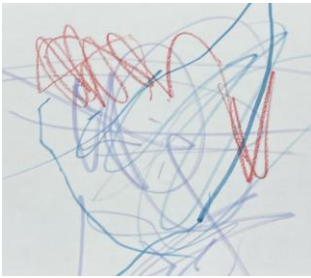
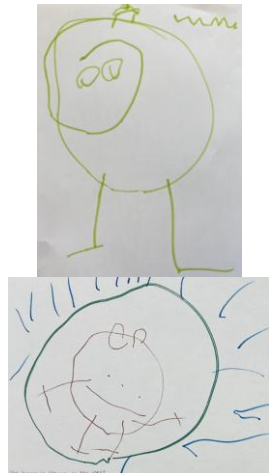
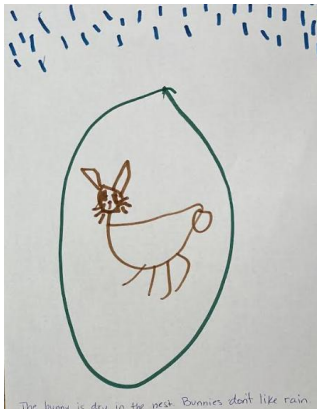
Makes random scribbles	Makes scribbles/marks deliberately to “label” their drawing and/or write their name	Intentionally writes mock letters to convey information	Intentionally writes strings of letters to convey information	Writes groups of letters with space in between to resemble words to tell a story/convey information
 1. Scribble Stage (Starting point: any place on the page)	 2. Scribble (Left to right progression)	 3. Mock Letters (Can be personal or conventional)	 4. Letter String (Left to right and progressively downward)	 5. Groups of letters with space in between to resemble words
Labels picture with the initial sound of the word	Copies words from books and visuals	Represents words by writing the initial sound of each word	Represents words by writing the initial and final sounds of each word	Writes words using beginning, middle, and ending sound; uses some known words; attempts word spacing

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Means of Expression: Drawing (W.3.2, SL.3.2.b, ELD-SI.K-3.Narrate)

Makes random scribbles.	Intentionally draws an object, but it is not recognizable.	Makes a representational drawing that is recognizable.	Includes some details in a representational drawing.	Includes details and background in a representational drawing.
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		 • people are circles with lines attached • images float on the page	 • some details, unrealistic colors • people include more detail • images drawn on the bottom of the page	 • multiple details, realistic colors • people and objects drawn with detail, including facial expressions • includes background • Illustration clarifies ideas, thoughts, feelings
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Means of Expression: Dictation (W.3.2, SL.3.2.a, SL.4.2, L.1.2.a, L.1.2.b, L.1.2.f, ELD-SI.K-3.Narrate, ELD-LA.2-3.Narrate.Expressive)

**Note: In second grade, students are expected to demonstrate understanding by writing, supported by illustration. Only score this section for children who are not yet demonstrating their understanding through writing.*

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Create coherent spoken texts using... (WIDA Grades 2-3 PLDs for Expressive Communication): DISCOURSE Organization of language

single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: Last week, When I was five, I think, etc.)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
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If a student dictates more than one sentence, indicate features of their oral sentence complexity below.

Sentence Complexity

Dictates and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences that include

Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) [DISCOURSE] [WORD/PHRASE]

Saying verbs (yelled, said, whispered) to add details about characters in dialogs [WORD/PHRASE]

Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night) [DISCOURSE] [WORD/PHRASE]

Verbs to describe what characters do, think, and feel [WORD/PHRASE]

Verbs and adjectives to judge behavior and situation (mended, destroyed, nasty, thoughtful) [WORD/PHRASE]

Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) [WORD/PHRASE]

Connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE] [WORD/PHRASE]

Engages and adjusts for audience through

Word choices to convey attitudes, develop suspense, share excitement (my amazing adventure, super interesting, fantastic!) [WORD/PHRASE]

Sensory and literary language (yucky), onomatopoeia (BOOM! CRASH!) to add interest [WORD/PHRASE]

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Language to address reader/listener and draw them in (It was so exciting!) [WORD/PHRASE]

Level of Teacher Support

Full teacher support to complete task	Teacher modeling of drawing or language	Prompts to add additional details	Independent
Describe teacher support/scaffolds:			

Standards

MA ELA

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W.3.2 Use a combination of drawing and writing to communicate a topic with a beginning, middle (including details), and an end.
W.2: Develop, strengthen, and produce polished writing by using a collaborative process that includes the age-appropriate use of technology.
SL.3.2.a Describe people, places, and things, tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
SL.3.2.b Create audio/video recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
SL.4.2 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
L.2.1a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences and choose among sentence types depending on the meaning to be conveyed.
L.2.1b. Use adjectives and adverbs in sentences and choose between them depending on what is to be modified.
L.2.1c. Use collective nouns and frequently occurring irregular plural nouns.
L.2.1d. Use reflexive pronouns.
L.2.1e. Form and use the past tense of frequently occurring irregular verbs.
L.2.2a. Print upper- and lowercase letters legibly and fluently.
L.2.2b. Capitalize holidays, product names, and geographic names.
L.2.2c. Use commas in greetings and closings of letters.
L.2.2d. Use an apostrophe to form contractions and frequently occurring possessives.
L.2.2e. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
L.2.2f. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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L.2.5b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

WIDA

ELD-SI.K-3.Narrate ● Share ideas about one’s own and others’ lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps	ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that ● Orient audience to context through... ○ Pictures, descriptive title, opening statements (It was a dark and stormy night; “What?!” exclaimed Mom) to capture the reader’s interest [DISCOURSE] [WORD/PHRASE] ○ Expanded noun groups to introduce characters (the old man on the block, the hungry little mouse) [DISCOURSE] [WORD/PHRASE] ○ Adverbials and prepositional phrases to establish time and location (a hundred years ago, when I was six, on the playground, around the corner) [WORD/PHRASE] ○ Statements to introduce problem or complication (The boat began to leak. It all started when...) [DISCOURSE] [SENTENCE] ● Develop story with time and event sequences, complication, resolution, or ending through... ○ Saying verbs (yelled, said, whispered) to add details about characters in dialogs [WORD/PHRASE] ○ Verbs to describe what characters do, think, and feel [WORD/PHRASE] ○ Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (Miguel=my little brother=he; that night=the worst night) [DISCOURSE] [WORD/PHRASE] ○ Connectors to sequence time (first, next, and then) and events (before, after, later), and to combine and link event details (and, but, so) [DISCOURSE] [WORD/PHRASE] ○ Verbs and adjectives to judge behavior and situation (mended, destroyed, nasty, thoughtful) [WORD/PHRASE] ○ Declarative statements to provide closure (The End, It was over for good.) [DISCOURSE] [SENTENCE] ● Engage and adjust for audience through... ○ Language to address reader/listener and draw them in (It was so exciting!) [WORD/PHRASE] ○ Word choices to convey attitudes, develop suspense, share excitement (my amazing adventure, super interesting, fantastic!) [WORD/PHRASE]
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| | <ul style="list-style-type: none">○ Sensory and literary language (yucky), onomatopoeia (BOOM! CRASH!) to add interest [WORD/PHRASE]○ Pictures and other graphics to complement storyline [DISCOURSE] |
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