

Grade 2 Personal Recount Rubric

Child's Name: _____

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)	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.	Mostly accurate, but one or more sentences deviate from the purpose.	Accurate purpose, and all sentences support the genre purpose.
Structure (W.3.2, W.2)	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, but most elements are missing or unclear.	Attempts to introduce the story, but elements are missing or unclear.	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 sub-events		Central event is vague or unclear. Does not include detail; may be very brief.	Recounts a single event. Detail is minimal and/or seems unrelated to the sequence of events.	Recounts two or more sequenced events. Includes some development of events.	Recounts and develops three or more sequenced events.
Conclusion: concludes the recount with a final event, by talking about why the experience was		Ends abruptly.	Conclusion is vague or confusing.	Concludes the recount with a final event, by talking about why the experience was important, or with a	Concludes the recount with a final event, by talking about why the experience was important, or with a

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important, or with a feeling				feeling.	feeling. Creates a satisfying ending.
Language	Not Observed	1	2	3	4
Phrases of Time: introduces new events with phrases that indicate when they happened ("The next day," rather than "Next.") (L.1.2.b)		Lack of temporal words and phrases causes confusion.	Minimal or no use of temporal words and phrases to signal event order.	Introduces most new events using phrases of time.	Introduces all new events using phrases of time.
Verbs: uses a variety of verbs to develop the topic and characters (L.1.2.e, L.5)		Verbs are written in different tenses. The same verbs are repeated throughout.	Most verbs are written in the past tense and related to the topic.	Includes past tense verbs related to the topic.	Includes a variety of past tense verbs related to the topic. Verbs help to develop characters.
Conventions	Not Observed	1	2	3	4
Sentence Complexity L.2.3.f		Errors in usage are frequent; sentences are often difficult to understand.	Writes in clear, simple sentences and phrases.	Writes in complete simple and compound sentences.	Produces, expands, and rearranges complete simple and compound sentences.
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 high frequency words.	Aside from one or two exceptions, spelling reflects learned spelling patterns and evidence of using reference materials, word walls, personal dictionaries, etc.).	Generalizes learned spelling patterns and shows evidence of using reference materials (Word Walls, personal dictionaries, etc.) when writing words.

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