| | Score of Mastery | Score of Proficient | Score of Satisfactory | Score of Not Satisfactory |
|-------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| | makes effective use | makes adequate use of | makes limited use of | ₩ makes inadequate use |
| Research to | of available resources | available resources | available resources | of available |
| Build & | ₩ effectively uses | w uses relevant and | inconsistently uses | resources |
| Present | relevant and sufficient | sufficient text support | relevant and sufficient text | If fails to use relevant and |
| Knowledge | text support from the | from the provided | support from the provided | sufficient text |
| Timo wiedge | provided resources with accuracy | resources with accuracy | resources with accuracy | support from the provided resources with accuracy |
| Production | | | I recounts an event or | w recounts an event or |
| | well-elaborated event or | elaborated event or short | short sequence of events | short sequence of events |
| | short sequence of events | sequence of events | with insufficient elaboration | with little or no elaboration |
| | ■ skillfully includes | includes details to | M has insufficient details to | M has few, if any, details |
| | details to describe | describe actions, thoughts, | describe actions, thoughts, | to describe |
| & | actions, thoughts, and | and feelings | and feelings | actions, thoughts, and |
| Distribution | feelings | wuses temporal words to | w uses some temporal | feelings |
| of Writing | | signal event order | words to signal event order | wuses few, if any, |
| | temporal words to | provides a sense of | attempts to provide a | temporal words to signal |
| | signal event order | closure | sense of closure | event order |
| | ■ skillfully provides a | | | fails to provide a sense |
| | sense of closure | 57 1 | 57 1 4 4 1 1 4 1 | of closure |
| | demonstrates a well- | demonstrates a | demonstrates a limited | demonstrates a weak |
| | developed command of | command of standard | and/or inconsistent | command of standard |
| Convention s of Standard English | standard English conventions | English conventions; errors do not interfere with | command of standard | English conventions; errors interfere with |
| | | | English conventions; errors | |
| | Lauren - | | | |
| | | Test a to | | |
| | | | | |
| | | | | |
| Standard | m has sentences that are skillfully constructed with appropriate variety in length and structure | understanding ☑ has sentences that are generally complete with sufficient variety in length and structure | may interfere with understanding in has some sentence formation errors and/or a lack of sentence variety | understanding whas frequent and sever sentence formation error and/or a lack of sentence variety |

Text type and purposes

| 2nd | Grade Narrative | Taxt Racad | Writing | Rubrio |
|------|-----------------|-------------|---------|--------|
| ZIIU | Grade Narrative | 1 ext-Daseu | writing | Kuuli |