

Name _____

Learning Goal: I can write a narrative piece.

Date _____

Part of piece	1 point <i>I need to work on it.</i>	2 points <i>I tried.</i>	3 points <i>I did it!</i>	4 points <i>I went beyond.</i>	Points
Overall	I told, drew, and wrote a whole story.	I wrote about when I did something.	I wrote about one time when I did something.	I told the story bit by bit.	
Lead	I had a page that showed what happened first.	I tried to make a beginning for my story.	I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.	I wrote a beginning in which I helped readers know who the characters were and what the setting was in my story.	
Transitions	I put my pages in order.	I put her pages in order. I used words such as and, then, and so.	I told the story in order by using words such as when, then, and after.	I told my story in order by using phrases such as a little later and after that.	
Ending	I had a page that showed what happened last in my story.	I found a way to end my story.	I chose the action, talk, or feeling that would make a good ending.	I chose the action, talk, or feeling that would make a good ending and worked to write it well.	
Organization	My story had a page for the beginning, a page for the middle, and a page for the end.	I wrote my story across three or more pages.	I wrote a lot of lines on a page and wrote across a lot of pages.	I used paragraphs and skipped lines to separate what happened first from what happened later (and finally) in her story.	
Elaboration*	My story indicated who was there, what they did, and how the characters felt.	I put the picture from my mind onto the page. I had details in pictures and words.	I tried to bring my characters to life with details, talk, and actions.	I worked to show what was happening to (and in) my characters.	40

Lucy Calkins Second Grade Student Narrative Rubric

Minjie Lin



Lucy Calkins Second Grade Student Narrative Rubric:

Handbook of Formative Assessment in the Disciplines Heidi L. Andrade, Randy E. Bennett, Gregory J.

Cizek, 2019-05-14 The Handbook of Formative Assessment in the Disciplines meaningfully addresses current developments in the field offering a unique and timely focus on domain dependency Building from an updated definition of formative assessment the book covers the integration of measurement principles into practice the operationalization of formative assessment within specific domains beyond generic strategies evolving research directions including student involvement and self regulation and new approaches to the challenges of incorporating formative assessment training into pre service and in service educator training As supporters of large scale testing programs increasingly consider the potential of formative assessments to improve teaching and learning this handbook advances the subject through novel frameworks intersections of theory research and practice and attention to discernible disciplines Written for instructors graduate students researchers and policymakers each chapter provides expert perspectives on the procedures and evaluations that enable teachers to adapt teaching and learning in process toward student achievement **Resources in Education** ,1996-10 Resources in Education ,1996 **Current Index to Journals in Education** ,1997-04

Reviewing **Lucy Calkins Second Grade Student Narrative Rubric**: Unlocking the Spellbinding Force of Linguistics

In a fast-paced world fueled by information and interconnectivity, the spellbinding force of linguistics has acquired newfound prominence. Its capacity to evoke emotions, stimulate contemplation, and stimulate metamorphosis is truly astonishing. Within the pages of "**Lucy Calkins Second Grade Student Narrative Rubric**," an enthralling opus penned by a highly acclaimed wordsmith, readers set about an immersive expedition to unravel the intricate significance of language and its indelible imprint on our lives. Throughout this assessment, we shall delve in to the book is central motifs, appraise its distinctive narrative style, and gauge its overarching influence on the minds of its readers.

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