

## Personal Narrative Rubric

Course: *Writing An Effective Narrative*

Instructor: Mrs. Simpson

Student's Name \_\_\_\_\_

	Excellent (5pts)	Good (4pts)	Average (3pts)	Poor (2pts)	Unsatisfactory (1pt)
<b>Ideas &amp; Content</b>	<ul style="list-style-type: none"> <li>• Writing is focused on a specific event or topic.</li> <li>• Contains effective and appropriate details and dialogue for full understanding</li> <li>• Writing demonstrates a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is mostly focused on the topic.</li> <li>• Adequate details and dialogue are included to enhance understanding.</li> <li>• Writing is mostly complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is generally focused on the topic.</li> <li>• Details and dialogue are underdeveloped, but understanding is attainable.</li> <li>• Writing is somewhat complete.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is slightly focused on the topic.</li> <li>• Limited details and dialogue make understanding vague.</li> <li>• Writing lacks a sense of completeness.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing is unclear and unfocused.</li> <li>• Details and dialogue are not included and writing is lifeless.</li> <li>• Writing is incomplete. Elements of writing are missing.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Presents ideas successfully, logically, and sequentially.</li> <li>• Ideas flow smoothly throughout the entire paper.</li> <li>• Transitions effectively link sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents ideas logically and sequentially.</li> <li>• Ideas flow smoothly throughout most of the paper.</li> <li>• Transitions link sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas are logical and sequential with few lapses.</li> <li>• Ideas are sometimes smooth.</li> <li>• Transitions attempt to link sentences and paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing shows an attempt for some form of order.</li> <li>• Ideas tend to be choppy.</li> <li>• Transitions are limited.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing lacks an organizational pattern.</li> <li>• Ideas are choppy and lack flow.</li> <li>• Transitions are not apparent.</li> </ul>
<b>Voice</b>	<ul style="list-style-type: none"> <li>• The writer's personality is conveyed.</li> <li>• Writer shows confidence in and commitment to the topic.</li> <li>• Writing successfully connects with the reader and evokes strong emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's personality is suggested.</li> <li>• Writer is mostly confident in and committed to the topic.</li> <li>• Writing connects with the reader and evokes emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's personality is limited.</li> <li>• Writer shows adequate confidence in and commitment to the topic.</li> <li>• Writing makes some connections with the reader and evokes some emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's personality is inadequately conveyed.</li> <li>• Writer's confidence and commitment are uncertain.</li> <li>• Writing makes limited connections with the reader and evokes little emotion.</li> </ul>	<ul style="list-style-type: none"> <li>• The writer's personality is not conveyed.</li> <li>• Writer shows a lack confidence in and commitment to the topic.</li> <li>• Writing is disconnected and lacks emotion.</li> </ul>
<b>Character &amp; Setting</b>	<ul style="list-style-type: none"> <li>• Characters are well described through effective details, actions and dialogue (where appropriate).</li> <li>• Setting is vividly described using the 5 senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters are described through details, actions and dialogue (where appropriate).</li> <li>• Setting is described using the 5 senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters are mostly described using some details, actions and dialogue.</li> <li>• Setting is described using most of the 5 senses.</li> </ul>	<ul style="list-style-type: none"> <li>• Character descriptions are vague at times. Details, actions and dialogue are sparse.</li> <li>• Setting description is vague at times.</li> </ul>	<ul style="list-style-type: none"> <li>• Characters descriptions are vague. Details, actions and dialogue are absent.</li> <li>• Setting descriptions are incomplete.</li> </ul>
<b>Word Choice</b>	<ul style="list-style-type: none"> <li>• Writing demonstrates a mature command of language including precision in word choice.</li> <li>• Powerful and exact verbs, nouns, adjectives and phrases are used to enhance meaning.</li> <li>• Dialogue is natural and adds depth to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is adequate, but may lack precision.</li> <li>• Useful verbs, nouns, adjectives and phrases add to the meaning.</li> <li>• Dialogue sounds natural.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is generally adequate.</li> <li>• Verbs, nouns, adjectives and phrases are adequate.</li> <li>• Dialogue is sometimes natural and sometimes forced.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is generally adequate, but limited and vague.</li> <li>• Verbs, nouns, adjectives and phrases are common and lack clarity.</li> <li>• Dialogue is forced.</li> </ul>	<ul style="list-style-type: none"> <li>• Word choice is immature and limited.</li> <li>• Verbs, nouns, adjectives and phrases do nothing to offering meaning and clarity.</li> <li>• Writing lacks dialogue.</li> </ul>

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Sentence Fluency	<ul style="list-style-type: none"> <li>A variety of sentence structures are used effectively.</li> <li>Sentences are smooth and have a rhythm that is easy to follow.</li> <li>Sentences are complete (except for intentional fragments).</li> </ul>	<ul style="list-style-type: none"> <li>A variety of sentence structures are used.</li> <li>Sentences are mostly smooth and a rhythm is noticeable.</li> <li>Sentences are mostly complete, although a few fragments may occur.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of sentence structures are attempted.</li> <li>Sentences follow a predictable pattern and rhythm.</li> <li>Fragments are common, but understanding is still attainable.</li> </ul>	<ul style="list-style-type: none"> <li>A variety of sentence structures are attempted, although most are simple constructions.</li> <li>Sentence structure is uneven at times with little rhythm.</li> <li>Fragments are common and make understanding difficult.</li> </ul>	<ul style="list-style-type: none"> <li>The sentence structure is limited to simple constructions.</li> <li>Sentences are uneven and lack rhythm.</li> <li>Sentences are mostly incomplete.</li> </ul>
Conventions	<ul style="list-style-type: none"> <li>Student shows a strong knowledge of writing standards. The conventions of punctuation, capitalization, spelling, and indenting are strictly followed.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows an adequate understanding of writing standards. The conventions of punctuation, capitalization, spelling and indenting are mostly followed.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows a basic knowledge of writing standards. Commonly used words are spelled correctly and other conventions are generally followed.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows little knowledge of writing standards. Commonly used words are frequently misspelled and other conventions are seldom followed. Communication may be impeded at times.</li> </ul>	<ul style="list-style-type: none"> <li>Frequent errors in spelling, capitalization, punctuation and sentence structure impede communication.</li> </ul>
Writer's Journal	<ul style="list-style-type: none"> <li>Student shows thoughtful reflection of the key topics discussed in each lesson.</li> <li>Writing is organized, focused and clear. Ideas and opinions are clearly supported.</li> <li>Writing demonstrates commitment and growth in the student as a writer.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows appropriate reflection of topics.</li> <li>Writing is mostly organized, and easy to follow. Ideas and opinions are adequately supported.</li> <li>Writing demonstrates growth in the student as a writer.</li> </ul>	<ul style="list-style-type: none"> <li>Student attempts to be reflective of the topics.</li> <li>Writing shows an attempt at organization. Ideas and opinions are stated, but not supported.</li> <li>Writing shows some growth in the student as a writer.</li> </ul>	<ul style="list-style-type: none"> <li>Student shows minimal reflection of the topics.</li> <li>Writing is unorganized at times and difficult to assess. Ideas and opinions are minimally addressed.</li> <li>Writing shows little growth in the student as a writer.</li> </ul>	<ul style="list-style-type: none"> <li>Student's thoughts are vague and impersonal.</li> <li>Writing is unorganized and unclear. Ideas and opinions are vague.</li> <li>Writing shows a lack of growth in the student as a writer.</li> </ul>

Adapted by T. Simpson from the *FCAT Writing Rubric*, at [www.fcat.fldoe.org](http://www.fcat.fldoe.org), and *Ms. Hogue's Narrative Writing: 6 Trait Rubric*, at [www.mshogue.com](http://www.mshogue.com).

Total Points: \_\_\_\_\_/40

Student's Grade: \_\_\_\_\_%

Comments: