**Personal Narrative/ Descriptive Writing Rubric**

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|  | **Advanced—4** | **Proficient—3** | **Needs Improvement—2** | **Not Yet—1** |
| **Content** |  |  |  |  |
| **Lead** | Strong lead makes the reader want to find out more | Good lead but could be altered though the reader still wants to continue | Lead is unremarkable and needs some work | Lead is unimaginative or too obvious and needs to be rewritten |
| **Idea Development** | Length of paper is appropriate and flows smoothly from one idea to the next | A few instances of clutter and/or not enough elaboration, but for the most part flows evenly | Good ideas but at times overshadowed by too much and/or too simplistic writing making paper seem choppy | Paper is far too long/short and loses focus or is boring because of overwriting and or no elaboration |
| **Organization** | Paper has logical structure and is well organized | Paper has structure and organization though lacks unity because of occasional confusing details | Paper has some structure evident but at times is hard to follow or is not well organized | Paper’s structure is greatly lacking, interfering with reader’s ability to understand piece |
| **Voice** | Author’s voice is clearly evident and piece is thoughtful and well-written in a sophisticated and unique style | Author’s voice and personality is evident and effort was clearly put into the piece making piece enjoyable to read | Author’s voice is developing and shows some effort but at times the piece needs more work | Author’s voice is not evident and the entire story needs more work |
| **Word Choice** | Paper uses rich and sophisticated word choice and varied language throughout | Paper uses good word choice and some varied wording | Paper has simplistic word choice and some words are at times repetitive | Paper has too simplistic word choice and is far too repetitive |
| **Sensory Details** | Paper is rich in sensory details and shows rather than tells creating a vivid picture without overloading the reader | Paper has some strong sensory details making it enjoyable to read but there may be too few or not enough details, at times telling rather than showing | Paper has too few sensory details or far too many so the piece mainly tells rather than shows or use clichés causing reader to lose interest | Paper is lacking in sensory details and tells rather than shows using empty words and too many clichés |
| **Closing** | The final sentences clinch the piece well leaving the reader completely satisfied | The ending is good but does not fully clinch the paper, leaving the reader wanting more | The ending is too simple—it doesn’t fit the flow of the story or contains weak language leaving the reader confused | There is no real ending leaving the reader unsatisfied |
|  | **Advanced—4** | **Proficient—3** | **Needs Improvement—2** | **Not Yet—1** |
| **Mechanics** |  |  |  |  |
| **Format** | Paper has a proper heading and centered title, typed @ 12 point font, double spaced with proper margins. | Has most of the proper formatting but wrong font, or spacing, etc. | Missing most aspects of formatting but not all. | No regard for format. |
| **Sentence Structure** | Paper is well written using a variety of simple and complex sentence structures creating a smooth rhythm to the piece | Papers has a few sentence errors and/or is lacking in variety or complexity | Paper is beginning to be difficult to understand as there are many poorly constructed sentences or fragments | Paper is difficult to read because of too simplistic sentence structure and/or many fragments |
| **Paragraph Placement** | Strong paragraph placement throughout paper | Paragraphs are generally appropriate throughout though at times are too long and/or short | Paragraphs are only somewhat evident throughout paper | Paragraph placement is almost entirely or lacking all together |
| **Conventions—spelling, punctuation, grammar, and capitalization** | Paper is proofread well with only 1 or 2 errors | Paper has between 3 to 5 errors | Paper has between 6 to 8 errors as proofreading was not done well | Paper has more than 9 errors and shows little to no evidence of proofreading |
| **Verb Tense** | Verb tense remains consistent throughout | Verb tense is mainly consistent, though sometimes moves from past to present | Verb tenses are inconsistent throughout, affecting reader’s understanding of paper | Verb tenses are so inconsistent, paper is difficult to understand |

Comments:

Grade \_\_\_\_\_\_\_\_\_