

Rubric Score: 2(____) = ____
 Packet Score (out of 36) = ____
 Total Score = ____/100

Aptos High School, English 1 Writing Rubric

Writing: Personal Narrative Essay

	4	3	2	1	SCORE
Introduction	<ul style="list-style-type: none"> Engaging opening (hook) that grabs reader's attention Clear concrete information that effectively establishes the background of the narrative Hints at the significance of the experience and sets up the purpose statement 	<ul style="list-style-type: none"> Takes reader into account but does not grab their attention, does not establish a solid hook Some concrete background information supplied Hints at significance of experience in a general way 	<ul style="list-style-type: none"> Partially successful at addressing reader's interest Partial background information Unrelated significance of experience, no clear purpose given 	<ul style="list-style-type: none"> Lacks engaging opening and fails to interest reader Missing or irrelevant background information Significance of experience not addressed 	
People, Places, and Events (Body)	<ul style="list-style-type: none"> Plenty of details, including concrete sensory details and dialogue about people, places, and events that create effective images 	<ul style="list-style-type: none"> Some details about people, places, and events Several details not concrete or clear 	<ul style="list-style-type: none"> Few details about people, places, and events Details confusing 	<ul style="list-style-type: none"> Minimal description of people places and events 	
Order of Events (Body)	<ul style="list-style-type: none"> Clear chronological order (or flashback) with transitional words that suggest changes in time 	<ul style="list-style-type: none"> Events are related mostly in chronological order 	<ul style="list-style-type: none"> Some chronological events in order, while other events seem out of place 	<ul style="list-style-type: none"> Events are related in random order 	
Narrator's Thoughts and Feelings (Body)	<ul style="list-style-type: none"> Details about narrator's thoughts and feelings are included, sometimes through interior monologue 	<ul style="list-style-type: none"> Some details about narrator's thoughts and feelings are included 	<ul style="list-style-type: none"> Narrator's thoughts and feelings must be inferred 	<ul style="list-style-type: none"> Narrator's thought and feelings are missing from narrative 	
Vivid Language and Action Verbs (Body)	<ul style="list-style-type: none"> Precise, vivid, descriptive language shows the scene and brings it to life 	<ul style="list-style-type: none"> Precise language is frequently used but not vividly enough to completely show the scene 	<ul style="list-style-type: none"> Precise, vivid language is sparse 	<ul style="list-style-type: none"> Language is vague and unclear 	
Conclusion	<ul style="list-style-type: none"> Reflects what was specifically learned or change as a result of the experience and reveals its significance 	<ul style="list-style-type: none"> General reflection at what was learned or changed as a result of the experience and its significance 	<ul style="list-style-type: none"> Significance of the experience seems unrelated to narrative 	<ul style="list-style-type: none"> Conclusion omits any reference to the significance of the experience 	
Language Conventions: Mechanics	<ul style="list-style-type: none"> Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay 	<ul style="list-style-type: none"> Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form used appropriately throughout the essay, with some errors. 	<ul style="list-style-type: none"> Inconsistent use of standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscripts form disrupts reader's comprehension 	<ul style="list-style-type: none"> Minimal use of Standard English spelling, punctuation, capitalization, grammar, usage, diction, and MLA manuscript form confuses the reader. 	
Language Conventions: Sentences Fluency and Organization	<ul style="list-style-type: none"> Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately Follows Jane Shaffer's one- chunk paragraph model 	<ul style="list-style-type: none"> Standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) used appropriately, with some errors Uses most of the techniques found in the Jane Shaffer's one chunk paragraph 	<ul style="list-style-type: none"> Inconsistent use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) disrupts the reader's comprehension Does not seem to follow Jane Shaffer's writing tools 	<ul style="list-style-type: none"> Minimal use of standard English sentence and paragraph structure (complete, correct, varied sentences, well-developed paragraphs) confuses the reader No evidence of Jane Shaffer writing techniques 	

Student Name: _____ Period: ____ Teacher: _____ Rubric Score: _____ Total Score: _____