

Narrative Essay Evaluation Rubric – Primary Grades 2-3

	1	2	3	4	5	6
Focus – the clarity with which a paper presents and maintains a unifying even or theme Subject/topic or reader must be drawn into event	Subject and event unclear, limited or confusing; Insufficient amount of writing to show c criteria are met; No reactions; No closing.	Subject/unifying event vague; No reactions; Unrelated ideas from Focus; Insufficient amount of writing to determine that subject and unifying event can be maintained; No closing.	Subject clear; Unifying event may not be clear; Multiple events without unifying umbrella statement; Off-mode responses NOT fulfilling narrative criteria; <u>No reactions</u> ; Attempted focus-not developed; <u>No closing</u> .	Subject and unifying event clear; <u>Reactions present</u> ; <u>Closing may end abruptly</u> .	Subject and unifying event clear; <u>Reactions present</u> ; Has <u>adequate</u> closing.	Subject and unifying event clear; <u>Reactions present</u> throughout; Has <u>effective</u> closing.
Elaboration – the degree to which the even is elaborated by specific details, descriptions, and reactions (Does not include reasons supporting a position.)	Elaboration absent; Insufficient amount of writing to show that criteria are met.	Attempted at elaboration; May be confusing or unclear; Insufficient amount of writing to show that criteria are met. No evidence of suitable voice.	<u>Elaboration general or undeveloped</u> ; <u>May contain simple list of episodes or reactions with no extensions</u> ; Lacks sufficient quality to demonstrate developed elaboration. <u>Voice shifts or disappears</u> .	Some elaboration may be general; <u>May contain list of episodes/events and/or reactions with some extensions</u> . <u>Voice is present</u> but not consistent.	<u>Some episodes or reactions elaborated with specific depth</u> . <u>Voice is appropriate</u> for topic, purpose, and audience.	<u>Most episodes and reactions elaborated with specific detail</u> ; <u>Some episodes may be developed with more detail than others</u> ; Some development of depth; <u>Word choice</u> may enhance specificity. <u>Voice is appropriate</u> for topic, purpose, and audience.
Organization – the clarity of the logical flow of an experience and/or movement of an event through time (cohesion) clear structure or plan.	Confusing; Little or no attempt at structure; insufficient amount of writing to meet criteria.	Structure is attempted, but with little success insufficient amount of writing to determine that organization can be sustained.	<u>Structure is attempted</u> , but reader may have to infer it; Lacks appropriate narrative structure (off-mode); May have a major lapse or inappropriate transitions that disrupt progressions of events; May have little evidence of appropriate paragraphing; Limited structure within paragraphs.	Narrative structure is <u>noticeable</u> , but the reader may have to <u>infer its sequence</u> of episodes moves logically through time with <u>some gaps</u> ; Some appropriate paragraphing; Evidence of coherence (paragraph to paragraph); If present, <u>transitions may be simplistic or even redundant</u> .	Narrative structure is <u>evident</u> , sequence of episodes moves <u>logically through time</u> with a beginning, middle, and ending with <u>few gaps</u> ; Most paragraphing is appropriate; Coherence and cohesion (sentence to sentence) evident; <u>Most transitions are appropriate</u> .	Narrative structure <u>clear</u> , sequence of episodes <u>moves logically through time</u> with a beginning, middle, and ending <u>without noticeable gaps</u> ; Episodes appropriately paragraphed; Coherence and cohesion demonstrated through some appropriate use of devices; <u>Varied sentence structure</u> produces some cohesion.

Conventions – use of standard written English	1 <ul style="list-style-type: none"> ▪ Little or no discernable knowledge of conventions ▪ Severity and density of errors is such that meaning is impaired ▪ Sentence structure is simplistic or in error 		2 <ul style="list-style-type: none"> ▪ Partial knowledge of conventions is evident ▪ Severity and density of errors constitute a noticeable pattern ▪ Little attempt at varying sentence structures 		3 <ul style="list-style-type: none"> ▪ Strong knowledge of conventions is demonstrated ▪ Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses ▪ May have minor errors in usage and sentence formation ▪ A variety of sentence structures is evident 	
Integration – evaluation of the paper based on a focused, global judgment of how affectively the paper as a whole uses the four basic features to fulfill the assignment.	Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the Features; Insufficient amount of writing to show that criteria are met.	Attempts to address assignment, some of the features are not sufficiently formed; Some confusion and/or disjointedness; May be insufficient amount of writing to show that criteria are met.	Partially developed; Some (or one) of the features(s) are not sufficiently formed, but all are present, reader; <u>Lacks narrative structure.</u>	Barebones – developed paper for grade level; simple and clear, presenting nothing more than the essentials; <u>Limited depth.</u>	Developed paper for grade level; <u>All features are not equally well-developed</u> throughout.	Fully developed paper; Clear and purposeful focus; In-depth, balance <u>Elaboration; sequence of episodes is coherently and cohesively developed</u> throughout.

STUDENT SCORE SHEET
(See Guidelines to Scoring)

Student _____

Focus (1-6) _____
 Support/Elaboration (1-6) _____
 Organization (1-6) _____
 Conventions (1-3) _____
 Integration (1-6 x 2) _____
 Student Total Score _____ = _____

(Below Standards, Meets, or Exceeds)
see chart below

	Below Standards	Meets Standards	Exceeds Standards
Grades 1-3	6-21	22-29	30-33

Expository/Persuasive Essay Evaluation – Primary Grades 2-3

	1	2	3	4	5	6
Focus – the clarity with which a paper presents and maintains a unifying even or theme Subject/topic or reader must be drawn into event	Subject/position (or issue) absent; Insufficient amount of writing to show criteria are met; No closing.	Subject/position (or issue) is vague; Unrelated ideas or major drift from Focus; Insufficient amount of writing to determine that subject and unifying event can be maintained; No closing.	Subject/position (or issue) limited or unclear; Multiple positions without unifying umbrella statement; Off-mode responses NOT serving persuasive/expository purpose; <u>Lacks sufficient quality to demonstrate a developed focus; No closing.</u>	<u>Subject may be prompt – dependent; position (or issue) may require reader inference;</u> writer launches into topic without providing an opening statement; If previewed, may develop fewer or more points than delineated in opening. <u>Minor focus drift or lapse in logic (not really separate ideas – repetitious); Weak closing.</u>	<u>Subject/position (or issue) clear, identified by at least an opening statement</u> (may be general); Sufficient support to maintain subject (cannot be a giant focus); If previewed, each point is addressed; <u>Maintains position/ logic throughout; Adequate closing.</u>	<u>Sets purpose of paper in intro.</u> Though either a thematic introduction or specific preview; <u>Maintains position/ logic through out;</u> If previewed, each point is addressed; <u>Effective closing</u> (may be restatements of the introduction).
Support – the degree to which the main point or position is supported and explained by specific details and reasons.	Support is absent; Insufficient amount of writing to show that criteria are met.	Attempt at support is made; May be confusing, unclear, or repetitious; Insufficient amount of writing to show that criteria are met. No evidence of suitable voice.	<u>Most support is general or undeveloped; Consists of a list of unrelated specifics without extensions;</u> Lacks sufficient quality to demonstrate developed support. <u>Voice shifts or disappears.</u>	<u>Most support may be general; May contain list of specifics with some extensions; Limited depth. Voice is present but not consistent.</u>	Some support developed by appropriate specific details, <u>some may be general; Attempt to develop depth. Voice is appropriate</u> for topic, purpose, and audience.	<u>Most major points supported with specific detail; Some may be developed with more detail than others;</u> Some development of depth; <u>Word choice</u> may enhance specificity. <u>Voice is appropriate</u> for topic, purpose, and audience.
Organization – the clarity of the logical flow of an experience and/or movement of an event through time (cohesion) clear structure or plan.	Little or no attempt at structure; Insufficient amount of writing to meet criteria.	Structure may be attempted, but with little success; Random presentation of ideas; Confusing; Insufficient amount of writing to determine that organization can be sustained.	Structure is attempted reader may have to infer it; Off-mode responses NOT serving the persuasive / expository purpose; <u>Some major digressions; Some inappropriate or intrusive transitions;</u> Little evidence of appropriate paragraphing; Little structure within paragraphs; <u>Lacks sufficient quality to demonstrate developed organization.</u>	<u>Structure is noticeable, reader may still have to infer it;</u> Some structure within paragraphs; <u>Some major points are appropriately paragraphed;</u> Has some evidence of coherence; Transitions may be simplistic or redundant, but not intrusive; <u>May have minor digressions.</u>	<u>Structure is evident; Most major points are appropriately paragraphed;</u> Coherence and some cohesion evident; <u>Most transitions are appropriate; May have minor digressions.</u>	Structure is evident; <u>Major points are appropriately paragraphed;</u> Coherence and cohesion demonstrated through some appropriate use of devices; <u>Varied sentence structure produces some cohesion.</u>

Conventions – use of standard written English	1 <ul style="list-style-type: none"> ▪ Little or no discernable knowledge of conventions ▪ Severity and density of errors is such that meaning is impaired ▪ Sentence structure is simplistic or in error 	2 <ul style="list-style-type: none"> ▪ Partial knowledge of conventions is evident ▪ Severity and density of errors constitute a noticeable pattern ▪ Little attempt at varying sentence structures 	3 <ul style="list-style-type: none"> ▪ Strong knowledge of conventions is demonstrated ▪ Standards of punctuation, capitalization, and spelling are consistently followed – may have minor lapses ▪ May have minor errors in usage and sentence formation ▪ A variety of sentence structures is evident 			
Integration – evaluation of the paper based on a focused, global judgment of how affectively the paper as a whole uses the four basic features to fulfill the assignment.	Does not fulfill the assignment; barely deals with the topic; or does not present most or all of the Features; Insufficient amount of writing to show that criteria are met.	Attempts to address assignment, some of the features are not sufficiently formed; Some confusion and / or disjointedness; May be insufficient amount of writing to show that criteria are met.	Partially developed; <u>Some (or one) of the feature(s) are not sufficiently formed, but all are present</u> ; Lacks appropriate persuasion or expository structure; <u>Inference is usually required</u> .	Barebones - developed paper for grade level; <u>Simple, clear, presenting nothing more than the essentials</u> ; <u>Limited depth</u> .	<u>Developed paper</u> for grade level; <u>All features are not equally well - developed</u> throughout the paper.	<u>Fully developed paper</u> for grade level; <u>Clear and purposeful focus</u> ; <u>in-depth, balanced supporting lines of reasoning identified and developed</u> coherently and/or cohesively throughout the paper.

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Organization (1-6) _____

Conventions (1-3) _____

Integration (1-6 x 2) _____

Student Total Score _____ = _____

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