

Narrative Essay Evaluation Rubric Form – Grades 4-8

	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 criteria are met; No reactions; No closing.	Subject/unifying event vague; <u>No reactions</u> ; Unrelated ideas from Focus; Off- mode responses; Insufficient amount of writing to determine that subject and unifying event can be maintained; No closing.	<u>Subject clear; unifying event is not</u> ; Multiply events without unifying umbrella statement; <u>No reactions</u> , inappropriate reactions to subject/event; Attempted focus – not developed; <u>No closing</u> .	<u>Subject and unifying event clear and maintained</u> ; <u>Reactions present</u> , but still may be implied; <u>Weak closing</u> .	<u>Subject and unifying event clear and maintained</u> with the event commented upon the end of the paper; Reactions present, <u>most relevant</u> to unifying event; <u>Adequate</u> closing.	<u>Subject and unifying event clear and maintained</u> ; <u>Reactions are relevant</u> to the unifying event; 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.	A list of episodes or reactions, no extensions; Insufficient amount of writing to maintain elaboration. No evidence of suitable voice.	<u>A list of episodes or reactions that may have some extensions</u> ; General elaboration; <u>Lacks sufficient quality to demonstrate developed elaboration</u> . <u>Voice shifts or disappears</u> .	<u>Some episodes / reactions developed by specific details</u> ; Some depth; Word choice may enhance specificity. <u>Voice is present but not consistent</u> .	<u>Most episodes/reactions developed by specific detail</u> ; <u>Some depth</u> ; Word choice may enhance specificity. Voice is appropriate for topic, purpose, and audience.	<u>All major episodes / reactions developed by specific detail</u> ; <u>Some episodes / reactions may be developed with more detail than others</u> ; Development of depth; Word choice may enhance specificity. Voice is appropriate 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 not attempt at structure; Little or no evidence of paragraphing; Insufficient amount of writing to show that criteria are met.	Structure is attempted, but may not be narrative; (off-mode); Limited evidence of paragraphing; Lacks purposeful ordering of sentences; Insufficient amount of writing to determine that organization can be sustained.	Noticeable narrative structure, <u>movement through time with significant gaps</u> ; Some inappropriate paragraphing; Some intrusive transitions that disrupt progression of ideas; <u>May have major digressions</u> ; Lacks sufficient quality to demonstrate developed organization.	Narrative structure is evident, <u>sequence of episodes moves through time</u> with beginning, middle, and ending; Some appropriate paragraphing; <u>Some evidence of coherence and cohesion</u> ; Transitions may be simplistic, but not intrusive; <u>May include minor digressions</u> .	Narrative structure is evident, <u>sequence of episodes moves through time</u> with a beginning, middle, and end with few gaps; Most major episodes appropriately paragraphed; <u>Coherence and cohesion may depend on holistic structure</u> ; <u>May include minor digressions</u> ; <u>Some varied sentence or word choice</u> .	Narrative structure is evident, <u>sequence of episodes moves through time</u> with a beginning, middle, and end without noticeable gaps. Most major episodes appropriately paragraphed; <u>Coherence and cohesion demonstrated with effective devices</u> ; <u>Varied sentence structure and / or word choice</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, but only rudiments of techniques for forming Focus, Support, and Organization can be detected; Some confusion and/or disjointedness; Lacks narrative structure; May be insufficient amount of writing to determine that the Features can be maintained.	<u>Partially developed;</u> <u>Some (or one) of the feature(s) are not sufficiently formed,</u> <u>but all are present.</u>	Barebones – developed paper for grade level; <u>Simple and clear presenting nothing more than the essentials;</u> <u>Limited depth.</u>	Developed paper for grade level; <u>All features are not equally well-developed throughout.</u>	<u>Fully developed paper</u> <u>for grade level; Clear and purposeful focus;</u> <u>In-depth, balanced Elaboration; sequence episodes is coherently and cohesively developed throughout.</u>

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 Standards	Meets Standards	Exceeds Standards
Grades 4-8	6-20	21-27	28-33

Expository/Persuasive Essay Rubric – Grades 4-8

	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 limited or unclear; Unrelated ideas or major drift from Focus; Off-mode responses NOT serving persuasive / expository purposes; Insufficient amount of writing to determine that subject/position (or issue) can be sustained; No closing.	<u>Subject/position (or issue) may be prompt dependent</u> ; May have more than one position without a unifying umbrella statement; If previewed, develops few or more points than delineated in opening; <u>Lacks sufficient quality to demonstrate a developed focus</u> ; <u>No closing.</u>	Writer may launch into topic without providing an opening statement; If previewed, paper develops only previewed points; <u>Sufficient support to maintain subject</u> ; <u>May have minor focus drift</u> or lapses in logic (not really separate ideas – repetitious); <u>Weak closing or ends abruptly.</u>	<u>Subject/position (or issue) clear, identified by at least an opening statement</u> (may be general); Maintains position/ logic throughout; Has <u>adequate closing.</u>	<u>Sets purpose of paper in intro.</u> ; specific preview, or may be achieved inductively through the paper; <u>Maintains position/ logic through out</u> ; <u>has effective closing</u>
Support – the degree to which the main point or position is supported and explained by specific details and reasons.	Support is absent or confusing; Insufficient amount of writing to show that criteria are met.	Support is undeveloped, limited or unclear; May be a list of unrelated specifics; May be insufficient amount of writing to determine that support can be maintained. No evidence of suitable voice.	<u>Most support may be general</u> ; <u>May be a list of related specifics with some extension(s)</u> ; <u>Lacks sufficient quality to demonstrate developed support.</u> Voice shifts or disappears.	<u>Some major points developed by specific detail</u> (second order ideas beyond major point); Some support may be general; <u>May lack depth. Voice is present but not consistent.</u>	<u>Most major points developed by appropriate specific details, a few may be general</u> ; <u>Some development of depth</u> ; Word choice may enhance specificity. <u>Voice is appropriate</u> for topic, purpose, and audience.	<u>All major points supported with specific detail, some may be developed with more detail than others</u> ; Development of depth clearly evident; <u>Word choice may enhance specificity. 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 to structure; Little or no evidence of appropriate paragraphing; Insufficient amount of writing to show that criteria are met.	Structure is attempted, may be Off-mode (not serving persuasive / expository purposes); Little evidence of appropriate paragraphing; Little structure within paragraphs; May be insufficient amount of writing to determine that organization can be sustained.	<u>Noticeable structure, reader may have to infer it</u> ; <u>Some inappropriate paragraphing</u> ; May include intrusive or inappropriate transitions that disrupt progression of ideas; May include major digression; <u>Lacks sufficient quality to demonstrate developed organization.</u>	<u>Structure is evident</u> ; Many major points are appropriately paragraphed; <u>Some evidence of coherence and cohesion demonstrated</u> ; Transitions may be simplistic, but not intrusive; <u>May include major digressions.</u>	<u>Structure is evident</u> ; <u>Many major points are appropriately paragraphed</u> ; <u>Coherence and cohesion demonstrated with most transitional devices appropriate</u> , few may be redundant; Some varied sentence structure produces cohesion; <u>May have minor digressions.</u>	<u>Structure is clear</u> ; <u>Major points are appropriately paragraphed</u> ; <u>Coherence and cohesion demonstrated with effective devices</u> ; <u>Varied sentence structure produces 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, but only rudiments of techniques for forming focus, support, and organization can be detected; Some confusion and/or disjointedness; Lacks appropriate persuasive or expository structure; May be insufficient amount of writing to show that criteria are met.	Partially developed; <u>Some</u> (or one) of the <u>features are not sufficiently formed, but all are present</u> ; Inference is usually required; May be insufficient.	Barebones-developed paper for grade level; <u>Simple, clear, presenting nothing more than the essentials; Limited depth.</u>	Developed paper for grade-level; <u>All features are not equally well-developed</u> throughout the paper.	Fully developed paper for grade levels; <u>Clear and purposeful; in-depth, balanced support</u> , lines of reasoning identified and developed coherently and cohesively throughout the paper.

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