**Sagamore Middle School Essay Writing Rubric – 7th Grade, Unit 4, Personal Narrative**

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| **Constructed Measure** | **Score Point 4** | **Score Point 3** | **Score Point 2** | **Score Point 1** | **Score Point 0** |
| **Key Ideas and Details** | * Relevant * Connection is clear * Full comprehension * Strong examples | * Relevant * Connection is clear * Overall Comprehension * Examples may lack strength | * Mostly accurate * Basic comprehension * Weak or incomplete examples | * Minimally accurate * Limited comprehension * Fewf examples | * Inaccurate or no analysis * Little or no comprehension of text |
| **Development** | * Supports connection w/text-based details * Detailed and vivid narrative * Elaboration of details | * Supports connection w/text-based details * Detailed narrative * Some elaboration | * Connection made * Some development * Examples may be general * Attempt at elaboration | * Limited development * Details are weak, repetitive * No elaboration | * Underdeveloped * Narrative incomplete |
| **Organization** | * Strong introduction and conclusion * Purposeful flow; easy to follow * Many varied transitions used throughout | * Includes an introduction and a conclusion * Great deal of flow; fairly easy to follow * Some variety of transitions used | * Includes an introduction or a conclusion * Some flow; ideas discernable; not obvious * Several transitions | * May be missing and intro and/or conclusion * Limited flow; somewhat unclear * Few or repetitive transitions used | * May be missing an intro and/or conclusion * Lack of flow; unclear * No transitions |
| **Vocabulary and Style** | * Sophisticated vocab. * Clear “voice” * Formal tone * Stylistically developed | * Grade-appropriate vocab * Some “voice” * Mostly formal tone * Stylistically developing | * Basic vocabulary * Tone inconsistent * Basic style | * Limited Vocabulary * Informal tone * Simplistic style | * Below grade-level vocabulary * Lacking tone * Lacking style |
| **Language and Conventions** | * Effectively edited * Few minor errors in grammar * Meaning is clear | * Consistent with edited writing * Few distracting errors in grammar * Meaning is clear | * Inconsistent understanding of conventions * Few patterns of errors in grammar * Occasionally impedes understanding | * Limited understanding of conventions * Multiple errors in grammar * Occasionally impedes understanding | * Little to no understanding of conventions * Frequent and varied errors * Frequently impedes understanding |

**20 = 100 19 = 96 18 = 92 17 = 88 16 = 84 15 = 80 14 = 76 13 = 72 12 = 68 11 = 65 10 = 62 9 = 59 8 = 56**

**Key Ideas and Details: 4 3 2 1 0 Total Grade \_\_\_\_\_\_\_\_**

* Strong thesis statement about your connection to a piece of literature read this year in class
* Clear and focused description of the selected literature (theme, character, or event).
* Clear and detailed narrative of your experience, which connects to the literature

**Development: 4 3 2 1 0**

* Your first body paragraph has a minimum TWO text-based details.
* Your body paragraph(s) relating your narrative has vivid details and at least one quote.
* You have used some of the five senses to recreate the scene of your narrative.

**Organization: 4 3 2 1 0**

* Strong introduction and conclusion; Purposeful flow; easy to follow
* Many varied transition words or phrases used throughout the essay
* You clearly show what you have learned about life or yourself through connecting with literature.

**Vocabulary and Style: 4 3 2 1 0**

* Formal tone; sophisticated vivid vocabulary; maintains “voice” and style; variety of sentence structure

**Language and Conventions: 4 3 2 1 0**

* Grammar, spelling, sentence structure are correct
* Effectively edited; proofread