**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