

Writing: Personal Narrative

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Genre, Organization, and Focus				
Introduction grabs the reader's attention.	Introduction grabs the reader's attention with a clever beginning.	Introduction only partially develops the attention-grabbing opener.	Beginning is dull but relevant to narrative.	Beginning is dull.
Details in introduction set the scene.	Specific details in introduction set the scene, creating a vivid picture of when and where the experience happened.	Details in introduction set the scene but are somewhat general.	Introduction partially sets the scene, telling only where or when the experienced happened.	Introduction does not set the scene.
First-person point of view is consistent throughout the narrative.	First-person point of view is clear and consistent throughout the narrative.	First-person point of view is consistent in most parts of the narrative, with only minor inconsistencies.	A few noticeable shifts from first-person point of view occur.	Point of view is not clear, or it frequently shifts, confusing the reader.
Events are in chronological order.	All events are clearly in chronological order.	Most events are in chronological order.	Some events are in chronological order.	Events are in random order.
Transitional words connect the events, strengthening coherence.	Well-chosen transitional words connect the events, strengthening coherence throughout the narrative.	Transitional words often connect the events, strengthening coherence in most parts of the narrative.	Transitional words seldom connect the events, or some transitions are inappropriate.	Transitional words are not used.
Details elaborate upon each event, making people, places, and events seem real.	Relevant details, including sensory details and dialogue, elaborate upon each event, making people, places, and events seem real.	Details, including sensory details and dialogue, elaborate upon most events, usually making people, places, and events seem real.	Details elaborate upon few events, only occasionally making people, places, or events seem real.	Details are omitted.

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Precise words communicate specific ideas or create images in the reader's mind.	Precise words throughout communicate specific ideas or create images in the reader's mind.	Precise words in most of the narrative communicate specific ideas or create images in the reader's mind, but some vague words are used.	Precise words are used only occasionally; vague words prevent the reader from picturing most events.	Vague words throughout the narrative make it difficult for the reader to picture any event.
Writer's thoughts and feelings are included.	Writer's thoughts and feelings are clearly included and related to the narrative.	Writer's thoughts and feelings are included but are not always clearly related to events.	Writer's thoughts and feelings are mentioned but not explained.	Writer's thoughts and feelings are not included in the narrative.
Conclusion states why the experience is meaningful.	Conclusion clearly states why the experience is meaningful, including how it changed the writer or what it taught the writer.	Conclusion states why the experience is meaningful, but the connection between the experience and the stated reason is somewhat general.	Conclusion mentions why the experience is meaningful, but the connection to the events is not clear to reader.	Conclusion does not mention why the experience is meaningful.

► **Writing Conventions**

Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level throughout the narrative.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade level jars the reader.	Use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade is minimal and confuses the reader.
Standard English grammar and sentence structure are used appropriately for this grade level.	Standard English grammar and sentence structure are used appropriately for this grade level and are consistent throughout the narrative.	Standard English grammar and sentence structure are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure appropriate for this grade level jars the reader.	Minimal use of standard English grammar and sentence structure appropriate for this grade level confuses the reader.