

BASIC STRUCTURE PERSONAL CHRONOLOGICAL NARRATIVE RUBRIC

	Criteria for Evaluation	Scoring Guidelines
1	The student writes multiple paragraphs with a minimum of 15–18 complete, coherent, and logically sequenced sentences focused on a single topic. Do not count sentences if the student has at least 2/3 of a page focused on a single topic. (6 possible points)	6 pts — 15 or more sentences <u>or</u> 2/3 of a page focused sequentially on the topic 4 pts — at least 10 complete sentences focused sequentially on the topic 2 pts — at least 8 sentences focused on the topic 0 pts — fewer than 8 sentences on the topic, or sentences are off prompt
2	The student correctly spells most words. Inventive spelling used can generally be read by others. (1 possible point)	1 pt — most words spelled correctly; all incorrectly spelled words easily decipherable 0 pts — spelling interferes with readability; one or more of the incorrectly spelled words is indecipherable
3	The student correctly uses common capitalization and punctuation. (2 possible points)	2 pts — no capitalization or punctuation errors, or errors appear to be errors of draft 1 pt — some obvious errors that need attention, but do not interfere with readability 0 pts — numerous errors interfere with readability
4	The student writes an opening paragraph that addresses the prompt and identifies characters and setting. (2 possible point)	2 pts — concise; at least 2 sentences that set up the writing and do not get into the action 1 pt — 1 stand-alone opening sentence <u>or</u> opening is not concise 0 pts — no opening <u>or</u> a single opening sentence that gets into the action
5	The student uses relevant detail sentences to support a topic sentence. Comment sentences such as “It was fun” do not count (see the scoring guide for criterion #5). (3 possible points)	3 pts — 2 or more events, <u>each</u> with <u>at least</u> 3 elaborations <u>or</u> 1 event with 6 elaborations 2 pts — 2 or more events <u>each</u> with <u>at least</u> 2 elaborations 1 pt — 2 or more events <u>each</u> with <u>at least</u> 1 elaboration 0 pts — does not meet any of above criteria
6	The student uses descriptive words and phrases to help readers more vividly visualize the events, person, or object being described. Should include precise nouns/language and strong verbs. (2 possible points)	2 pts — 5 or more examples other than <u>color</u> and <u>size</u> words 1 pt — at least 3 examples other than <u>color</u> and <u>size</u> words 0 pts — fewer than 3 examples
7	The student uses a closing paragraph expressing some observation, opinion, reaction, or feeling. (Do not count “going home” or “going to bed.”) (2 possible points)	2 pts — closing paragraph with at least 2 sentences expressing some observation, opinion, reaction, or feeling 1 pt — 1 stand-alone sentence meeting above criteria <u>or</u> closing not concise 0 pts — no closing or does not meet above criteria
8	The student uses varied and appropriate transition words and phrases denoting passage of time or sequence of events. (2 possible points)	2 pts — 3 or more transition words/phrases other than <i>first</i> , <i>next</i> , <i>then</i> , or <i>last</i> 1 pt — 3 or more transition words/phrases including no more than one of the words <i>first</i> , <i>next</i> , <i>then</i> , or <i>last</i> 0 pts — fewer than 3 transition words/phrases