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## Rubric for Assessment of the Narrative Essay (maximum of 20 points for each essay)

### Sections in Assignment 3:

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	3	2	1	0
<p><b>INTRODUCTION</b> Background/History Thesis Statement</p> <p><b>CONCLUSION</b></p>	<p>Well-developed introduction engages the reader and creates interest. Contains detailed background information. Thesis clearly states a significant and compelling position. Conclusion effectively wraps up and goes beyond restating the thesis.</p>	<p>Introduction creates interest. Thesis clearly states the position. Conclusion effectively summarizes topics.</p>	<p>Introduction adequately explains the background, but may lack detail. Thesis states the position. Conclusion is recognizable and ties up almost all loose ends.</p>	<p>Background details are a random collection of information, unclear, or not related to the topic. Thesis is vague or unclear. Conclusion does not summarize main points.</p>
<p><b>MAIN POINTS</b> Body Paragraphs</p>	<p>Well developed main points directly related to the thesis. Supporting examples are concrete and detailed. The narrative is developed with a consistent and</p>	<p>Three or more main points are related to the thesis, but one may lack details. The narrative shows events from the author's point of view using some details.</p>	<p>Three or more main points are present. The narrative shows the events, but may lack details.</p>	<p>Less than three main points, and/or poor development of ideas. The narrative is undeveloped, and tells rather than shows, the story.</p>

	effective point-of-view, showing the story in detail.			
<b>ORGANIZATION</b> Structure Transitions	Logical progression of ideas with a clear structure that enhances the thesis. Transitions are mature and graceful.	Logical progression of ideas. Transitions are present equally throughout essay.	Organization is clear. Transitions are present.	No discernable organization. Transitions are not present.
<b>STYLE</b> Sentence flow, variety Diction	Writing is smooth, skillful, coherent. Sentences are strong and expressive with varied structure. Diction is consistent and words well chosen.	Writing is clear and sentences have varied structure. Diction is consistent.	Writing is clear, but sentences may lack variety. Diction is appropriate.	Writing is confusing, hard to follow. Contains fragments and/or run-on sentences. Inappropriate diction.
<b>MECHANICS</b> Spelling, punctuation, capitalization	Punctuation, spelling, capitalization are correct. No errors.	Punctuation, spelling, capitalization are generally correct, with few errors. (1-2)	A few errors in punctuation, spelling, capitalization. (3-4)	Distracting errors in punctuation, spelling, capitalization.

**Introduction/Conclusion** \_\_\_\_\_  
**Main Points** \_\_\_\_\_  
**Organization** \_\_\_\_\_  
**Style** \_\_\_\_\_  
**Mechanics** \_\_\_\_\_  
**Total Points** \_\_\_\_\_ = grade of \_\_\_\_\_  
 \_\_\_\_\_

**Grade Equivalent (15 points maximum):**  
**A = 13 - 15 points**  
**B = 10 - 12 points**  
**C = 7 - 9 points**  
**D = 4 - 6 points**  
**F = 0 - 3**