Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_                                                Class:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Personal Narrative Rubric***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Overall | I wrote a story that had tension, resolution and realistic characters and conveyed an idea or lesson.  Writer stays on one topic and has an obvious message that shows understanding of definition of personal narrative and tells us something important about the writer and it is apparent throughout the piece. | I wrote a story of an important moment. It read like a story even though it might be a true account. Writer mostly stays on one topic and has a message that shows understanding of personal narrative and tells us something important about the writer and it is mostly apparent throughout the piece. | I wrote the important part of an even bit by bit and took out unimportant parts. Writer sometimes stays on one topic and shows some understanding of personal narrative. We may or may not learn something important about the writer. | I told the story bit by bit. Writer strays from topic and does not show much understanding of personal narrative. We do not learn something important about the writer. |
| Organization | The writer used paragraphs  purposefully, perhaps to show time or setting changes, new  parts of the story, or to create suspense for readers. He  created a sequence of events that was clear. | The writer used paragraphs to  separate different parts or time of the story and to show when  a new character was speaking.  Some parts of the story were longer and more developed  than others. | The writer used paragraphs to  separate the different parts or  times of the story or to show  when a new character was  speaking. | The writer used paragraphs  and skipped lines to separate  what happened first from what  happened later (and finally) in  her story. |
| Lead | I wrote a beginning in which she not only set the plot or story in motion, but also hinted at the larger meaning the story would convey. | I wrote a beginning in which he not only showed what was happening and where, but also gave some clues to what would later become a problem for the main character | I wrote a beginning in which I showed what was happening and where, getting readers into the world of the story. | I wrote a beginning in which he helped readers know who the characters were and what the setting was in his story. |
| Ending | The writer chose the action, talk, or feeling that would make a good ending and worked to write it well. | I wrote an ending that connected to the beginning or the middle of the story. I used action, dialogue, or feeling to bring my story to a close. | I wrote an ending that connected to the main part of the story. The character said, did, or realized something at the end that came from what happened in the story. I gave readers a sense of closure. | I gave readers a sense of closure by showing a new realization or insight or a change in a character or narrator. |
| Elaboration | I deepened the meaning of the story by developing realistic characters and elaborating the details, action, dialogue, and thinking. | I developed characters, setting, and plot throughout his story, especially the heart of the story. I used a blend of description, action, dialogue, and thinking. | I added more to the heart of the story, including not only actions and dialogue but also thoughts and feelings. | I worked to show what was happening to (and in) my characters. |
| Craft | The writer wove together precise descriptions, figurative language, and symbolism to help readers picture the setting, actions, and events and to bring forth meaning. | The writer included precise  details and used figurative  language so that readers could  picture the setting, characters,  and events. She used some  objects or actions as symbols  to bring forth her meaning | The writer used a storytelling  voice and conveyed the  emotion or tone of his story  through description, phrases,  dialogue, and thoughts. | The writer did not use precise descriptions, figurative language, symbols or objects to bring forth her meaning. |
| Spelling | I used what I knew about spelling patterns to help me spell and edit before I wrote my final draft.  I got help from others to check my spelling and punctuation before I wrote my final draft. | I used what she knew about word families and spelling rules to help her spell and edit. I used the word wall, vocabulary wall and dictionaries when needed. | I used what I knew about word families and spelling rules to help him spell and edit. I used the word wall, vocabulary wall and dictionaries when needed. | I used resources to be sure the words in my writing were spelled correctly. |