

Narrative or Expository Essay Rubric

This rubric is organized by categories, achievement levels and recommended letter grades. The final decision to on which letter grade to assign, if any, rests with the parents.

	Mastered-equivalent to an A at the senior high school level	Proficient-equivalent to an A at the upper middle school, lower high school grade level	Competent-equivalent to a B at the middle school level	Needs Improvement-must keep working to achieve competency
Development and Organization	<p>There is a one clear, well developed thesis statement.</p> <p>Strong introductory paragraph, supporting paragraphs and concluding paragraph present.</p> <p>Well developed and well executed progression of main ideas supporting thesis are included.</p> <p>Strong use of relevant examples, evidence or details to explain main ideas included.</p> <p>Strong use of analogies, illustrations or anecdotes.</p>	<p>There is one clear, well developed thesis statement.</p> <p>Introductory paragraph, supporting paragraphs and concluding paragraph present.</p> <p>Well developed and well executed progression of main ideas supporting thesis are mostly present.</p> <p>Clear use of examples, evidence or relevant details mostly included.</p> <p>Clear use of analogies, illustrations or anecdotes mostly included.</p>	<p>One thesis statement is developed.</p> <p>Introductory paragraph, supporting paragraphs and concluding paragraph present.</p> <p>Progression of main ideas supporting thesis are mostly present.</p> <p>Use of examples, evidence and/or relevant details made, but not all are clearly explained or elaborated.</p> <p>Use of analogies, illustrations or anecdotes made, but not all are clearly explained or elaborated upon.</p>	<p>Incomplete thesis statement present.</p> <p>Introductory paragraph, supporting paragraphs and concluding paragraph may not be present.</p> <p>Limited progression of ideas exists.</p> <p>Limited use of examples, evidence and/or relevant details present.</p> <p>Limited use of analogies, illustrations or anecdotes present.</p>

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Sentence Structure	All sentences are well-constructed with varied structure. Every paragraph has sentences that vary in length.	Most sentences are well-constructed with varied structure. Almost all paragraphs have sentences that vary in length.	Most sentences are well-constructed but have a similar structure. Some sentences vary in length.	Sentences lack structure and appear incomplete or rambling. Sentences rarely vary in length.
Sentence Smoothness	All sentences sound natural when read aloud. Each sentence is clear and has an obvious emphasis.	Almost all sentences sound natural when read aloud, but one or two are stiff and awkward or difficult to understand.	Most sentences sound natural when read aloud, but several are stiff and awkward or difficult to understand.	The sentences are difficult to read aloud because they sound awkward, are distractingly repetitive or difficult to understand.

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Transitional Phrases and Sentences	All main idea paragraphs transition smoothly to help the paper flow from one idea to another. Transitional phrases between supporting details in sentences present as needed.	Transitional phrases between supporting details in sentences not fully present as needed. The transitions may be incomplete or lack of proper flow may be seen in the essay.	Some transitions are apparent between sentences and paragraphs to assist with flow. Repetitive transitions used.	Few transitions are apparent between sentences and paragraphs to help the paper flow smoothly from one idea to the next.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind. The choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind. Occasionally the words are used inaccurately or seem unnatural or out of place.	Writer uses words that communicate clearly, but the writing lacks variety, excitement, or interest.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Word choices like jargon or cliches may be present and detract from the meaning.

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Grammar and Spelling	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes one to two errors in grammar or spelling that distract the reader from the content.	Writer makes three to four errors in grammar or spelling that distract the reader from the content.	Writer makes more than four errors in grammar or spelling that distract the reader from the content.
Capitalization and Punctuation	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes one or two errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes many errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.

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Voice	The reader's questions are anticipated and answered thoroughly and completely. The writer seems to be writing from their knowledge or experience. The writer has taken the ideas and made them their own.	The reader's questions are anticipated and answered to some extent. The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.	The reader is left with one or two questions. More information is needed to "fill in the blanks". The writer relates some of their own knowledge or experience, but it adds no insight to the discussion of the topic.	The reader is left with many questions. The writer has not tried to transform the information by referring to their own knowledge or experience. The ideas expressed seem to belong to someone else.
Introduction	Introduction contains strong attention getter, preview of the essay content, bridge or lead-in to thesis, and thesis statement.	One of the four elements listed in the previous category is incomplete and does not enhance the introduction like it should.	Two of the four elements listed in the first category are incomplete and do not enhance the introduction like they should. One element (besides the thesis) may be missing.	Three of the four elements listed in the first category are incomplete and do not enhance the introduction like they should. Two elements (besides the thesis) may be missing.

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Conclusion	The conclusion is strong and leaves the reader solidly understanding the writer's position. Effective restatement of the position statement begins the closing paragraph. Ideas are summarized, and a clear concluding statement ends the paragraph.	The conclusion is recognizable. The author's position is stated within the first two sentences of the paragraph. Most ideas are summarized, and a clear concluding statement ends the paragraph.	The author's position is stated within the closing paragraph, but not near the beginning. Some ideas are summarized, and a concluding statement ends the paragraph.	The author's position is not stated within the closing paragraph. Few ideas are summarized, and a concluding statement may or may not be attempted.