



## Essay Writing Rubric – Narrative

Advanced	Proficient	Approaching	Far Below
Thoroughly develops a sequence of events to tell about experiences, observations, or imagined ideas.	Develops a sequence of events to tell about experiences, observations, or imagined ideas.	Includes a limited development of a sequence of events that tell about experiences, observations, or imagined ideas.	Fails to develop a sequence of events that tell about experiences, observations, or imagined ideas.
Descriptive language and sensory details are used effectively to help the reader visualize what is happening.	Descriptive language and sensory details are used effectively to help the reader visualize what is happening.	A limited amount of descriptive language and/or sensory details are used.	Does not use descriptive language or sensory details.
Addresses every part of the writing assignment.	Addresses every part of the writing assignment.	Addresses only some parts of the writing assignment.	Addresses only one part of the writing assignment.
Shows a clear understanding of the purpose of the essay.	Shows a clear understanding of the purpose of the essay.	Shows some understanding of the purpose of the essay.	Shows little or no understanding of the purpose of the essay.
Uses a consistent point of view and maintains focus.	Uses a consistent point of view and maintains focus.	Uses an inconsistent point of view and/or does not maintain consistent focus.	Does not use a clear point of view or does not have a clear focus.
Writing relates to one topic.	Writing relates to one topic.	Writing relates to more than one topic.	Topic(s) are unclear and difficult for the reader to follow.
Uses transitions for a smooth flow. Appropriate paragraph breaks and organization are used.	Paragraph breaks are included appropriately.	Paragraph breaks and/or organizational structure are inconsistent.	Organizational structure is missing or extremely limited.
Includes a variety of sentence structures.	Includes a variety of sentence structures.	Includes limited sentence variety.	Uses simple sentences.
Uses higher level vocabulary appropriately.	Uses grade level vocabulary appropriately.	Attempts, but misuses grade level vocabulary.	Uses a limited/simple vocabulary range.
Has few or no errors in grammar, spelling, capitalization or punctuation. Any errors do not interfere with understanding.	Has some errors in grammar, spelling, capitalization or punctuation. Errors do not interfere with understanding.	Has several errors in grammar, spelling, capitalization, or punctuation. Errors may interfere with understanding.	Has serious errors in grammar, spelling, capitalization, or punctuation. Errors interfere with understanding.