CMU ENG 111

NAME: Period:

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| Personal Narrative Rubric |
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| **100-90:** Well organized, unified, and focused.  |
| * + Student’s voice is evident throughout the entire paper, and the essay is unique and creative. A definite tone is established and maintained.
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| * + A purpose exists behind telling the story that speaks in some way to someone else. It should answer the “So what?”
	+ There are obviously two narrators in the essay: the *then* narrator and the *now* Narrator. One effectively describes what happened; the other what the writer knows now that he did not understand at the time.
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| * + The student’s personality, beliefs, or aspirations are revealed through richly chosen details that show what the writer means, rather than simple explanation.
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| * + The introduction is attention-getting, conclusion is strong, and the essay flows smoothly with effective use of transitions.
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| * + Vivid verbs and word choice are strong, adding imagery to the essay.
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| * + Sentence openings are varied, and sentences are sophisticated.
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| * + Strong mechanics and English usage are employed.
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| **89-80:** Good organization and the question is answered, and the essay is original. |
| * Voice is evident but not through the entire paper. Tone is established, but not thoroughly maintained.
* There are two narrators in the essay: the *then* narrator and the *now* Narrator. One describes what happened; the other what the writer knows now that he did not understand at the time.
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| * Details reveal who the student is, but imagery is not as strong, and some details may be irrelevant.
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| * The introduction and conclusion are interesting, and the essay mostly flows smoothly with good use of transitions.
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| * Vivid verbs and strong word choice are predominant throughout the paper. There may be some usage of weak “to be” verbs.
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| * Sentence opening variation is consistent, but sentence structure is less sophisticated.
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| * Few grammatical/mechanical errors
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| **79-70:** Paper is marked by generalization, and the writer strays from the focus.  |
| * Voice tends to be flat, merely informative, rather than taking a particular tone.
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| * Student’s personality, values, etc. are presented through abstractions and generalities, and details are vague, not appealing to the senses of the reader.
* The narrator speaks in the past tense rather than creating a *then* narrator.
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| * Organization is occasionally inconsistent, thus unclear.
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| * Grammatical/mechanical errors adversely affect readability.
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| * Introduction does not hook the reader, and/or conclusion may not bring the essay to closure.
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| * Usage of “to be” verbs is more common that vivid action verbs.
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| * Sentence beginnings are repetitious or overly simplistic for the level of the class.
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| * Sentence structure shows little variation.
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| **69-60:** These essays lack a clear, dominant focus. |
| * Writer’s voice and identity do not come through, and tone is not established.
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| * The essay lacks imagery, creativity, and originality, and introduction and conclusion are not engaging.
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| * Any paper with major mechanical/grammatical errors will automatically fall into this grade range or lower.
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| * Verbs are rarely vivid and descriptive, and syntax is elementary.
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| **59-0:**  |
| * No clarity, organization, sense of purpose, use of vivid verbs, or varied sentence openings.
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| * Mechanical and grammatical errors inhibit understanding.
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| * These papers may be below the length requirement.
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