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. |
| * + 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. |
| * + The student’s personality, beliefs, or aspirations are revealed through richly chosen details that show what the writer means, rather than simple explanation. |
| * + The introduction is attention-getting, conclusion is strong, and the essay flows smoothly with effective use of transitions. |
| * + Vivid verbs and word choice are strong, adding imagery to the essay. |
| * + Sentence openings are varied, and sentences are sophisticated. |
| * + 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. |
| * Details reveal who the student is, but imagery is not as strong, and some details may be irrelevant. |
| * The introduction and conclusion are interesting, and the essay mostly flows smoothly with good use of transitions. |
| * Vivid verbs and strong word choice are predominant throughout the paper. There may be some usage of weak “to be” verbs. |
| * Sentence opening variation is consistent, but sentence structure is less sophisticated. |
| * 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. |
| * 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. |
| * Organization is occasionally inconsistent, thus unclear. |
| * Grammatical/mechanical errors adversely affect readability. |
| * Introduction does not hook the reader, and/or conclusion may not bring the essay to closure. |
| * Usage of “to be” verbs is more common that vivid action verbs. |
| * Sentence beginnings are repetitious or overly simplistic for the level of the class. |
| * 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. |
| * The essay lacks imagery, creativity, and originality, and introduction and conclusion are not engaging. |
| * Any paper with major mechanical/grammatical errors will automatically fall into this grade range or lower. |
| * 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. |
| * Mechanical and grammatical errors inhibit understanding. |
| * These papers may be below the length requirement. |