

# Kid Friendly Personal Narrative Rubric

	<b>Score 4</b>	<b>Score 3</b>	<b>Score 2</b>	<b>Score 1</b>
<b>Organization</b>	The story is written as a narrative and focuses on a specific personal experience. The writing is well organized, and the details create an experience the reader can easily visualize. All the sentences are connected and meaningful transitions move the story along.	The story is written as a narrative about a personal experience. The writing is organized and describes the experience in a way the reader can understand. Most of the ideas are connected, but they may not always be focused on the main event of the story. Most of the sentences and transitions help to move the story along.	The story is a narrative but may not always be focused on a personal experience. The story may lose focus because some details do not connect to the main event of the story. Sometimes the writer's ideas are confusing or are repeated and the story becomes difficult to follow. Sentences and transitions disrupt the flow of the story.	The story is not written as a narrative or focused on a personal experience. The writing is disorganized and not focused on one main event. There are not enough details to describe the experience or the details are not closely connected to the experience. The writer's ideas are often confusing or repeated and the story is hard to understand.
<b>Development of Ideas</b>	The writer includes descriptive words and phrases that paint the picture of the experience and make the story come alive. The story sounds real and the characters' actions are believable. The narrative clearly shows why the experience was important to the writer.	The writer includes some specific details to describe the experience. The story sounds real and the characters' actions are mostly believable. The story gives some ideas about why the experience was important to the writer.	A few details describe the main experience, but many details are not important or do not belong in the story. Sometimes it sounds like the writer is following a format instead of sharing ideas that tell a good story. The actions of the characters do not seem real and the writer does not convince us that the experience was important.	The story is weak because there are not enough details to describe the main experience. Parts of the story do not make sense or are not connected to the prompt. The story and the characters do not sound real.
<b>Conventions</b>	The writer uses specific words that describe exactly what is happening in the story and show why the experience is important. The writer uses different types of sentences and has good control of sentence boundaries, spelling, capitalization, punctuation, and grammar. This good control of conventions makes the writing strong.	The writer uses words that are specific and interesting. This helps the writer to express why the story is important. The writer uses some different types of sentences and has fairly good control of sentence boundaries, spelling, capitalization, punctuation, and grammar. There may be some errors, but they do not take away from the meaning of the story.	The writer uses words that are either not specific or not correct. The writer has a hard time telling the experience. Sentences are awkward, and the writer has partial control of sentence boundaries, spelling, capitalization, punctuation, and grammar. Some errors are distracting and take away from the meaning of the story.	The writer uses words that limit his/her ability to write a good story. Sentences are simple or awkward and interrupt the flow of the story. The writer has little or no control of sentence boundaries, spelling, capitalization, punctuation, and grammar. Serious errors interfere with the meaning of the story.