**Rubric**

 **Personal Essay**

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| **CRITERIA** | **4 points** | **3 points** | **2 points** | **1 point** |
| **Planning** | The student designed a creative plan for organizing the information presented in the essay. | The student developed a clear plan for organizing the information presented in the essay.  | The student developed an incomplete plan for organizing the information presented in the essay. | The student seems to have no plan for organizing the information presented in the essay.  |
| **Point of View** | The essay clearly and concisely identifies the point of view in the introductory paragraph as that of the author. | The essay identifies the point of view somewhere in the essay as that of the author. | The essay only makes some references that can be attributed to the author. | It is impossible to determine whose point of view is expressed in the essay. |
| **Developing the topic** | There is one clear, well-focused topic. The main idea stands out and is supported by detailed information. | The main idea is clear, but the supporting information is general. | The main idea is somewhat clear, but there is a need for more supporting information. | The main idea is not clear. There is a seemingly random collection of information. |
| **Using appropriate language** | The student uses appropriate vocabulary, including sensory words, to inform or explain the topic throughout the narrative. | The student mostly uses appropriate vocabulary to inform or explain the topic throughout the narrative. | The student sometimes uses vocabulary incorrectly or out of context. | The student makes no attempt to use vocabulary that enhances the content of the narrative. |
| **Provides a concluding statement** | The student provides a clearly stated concluding statement. The statement acknowledges and supports the information or explanation presented. | The student provides a concluding statement that generally supports the information or explanation presented. | The student provides a vague concluding statement that does not specifically support the information or explanation presented. | The student does not include a concluding statement.  |