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| **NARRATIVE ESSAY GRADING CRITERIA**  |
| **Criteria for Evaluation** | **9-10 Points** | **7-8 Points** | **5-6 Points** | **0-4 Points** |
| **Introduction grabs the reader’s attention; details set the scene; thesis clearly stated in final sentence.**  | Relevant, clever/creative, enticing opening. Details prepare reader for body of essay. Thesis is sufficiently narrowed and clearly stated.  | Opening somewhat grabs reader’s attention; details somewhat prepare reader for body of essay. Thesis may be present but may be somewhat underdeveloped, unclear, broad, or unclear. | Opening slightly grabs reader’s attention but may bland, cliched, or uninspired. Details may not prepare the reader for the essay body. Thesis may be undeveloped, unclear, broad, or absent. | Opening is dull, does not set the scene. Thesis undeveloped, unclear, broad, or absent. |
| **Essay adheres to specifications of the assignment, sharing about the role of food in your life & family and community.** | Essay adheres to specifications of the assignment, sharing about the role of food in your life & family and community. | Essay mostly adheres to specifications of the assignment, sharing about the role of food in your life & family and community. | Essay somewhat adheres to specifications of the assignment, sharing about the role of food in your life & family and community. | Essay does not adhere to specifications of the assignment, sharing about the role of food in your life & family and community. |
| **First-person point of view is consistent throughout narrative, with writer’s thoughts and impressions front and center (personal presence).** | First-person (“I”) is used throughout the essay. The writer’s thoughts and impressions are front and center (personal presence) | First-person (“I”) is consistent throughout most of the essay. The writer’s thoughts and impressions are mostly front and center (personal presence). | A few noticeable shifts from first-person (“I”) point of view. The writer’s thoughts and impressions somewhat front and center. | Point of view not consistent or clear; frequent shifts in POV confuse the reader. Impressions of writer not front and center. |
| **Events presented in chrono-logical order (clear beginning, middle, and end) in service of a central thesis.** | All events chronological, with a clear beginning, middle, and end in service of a central thesis. | Most events chronological, with a clear beginning, middle, and end, with most paragraphs serving a purpose (to support the thesis).  | Some events chronological, with a clear beginning, middle, and end, but writer sometimes loses sight of thesis. | Events are in random order, with no narrative progression of ideas organized around a central point (thesis).  |
| **Topic sentences & transition words connect events/ideas, strengthening coherence.** | Clear topic sentences and well-chosen transitions connect events & ideas, strengthening coherence.  | Mostly clear topic sentence and transition words often connect events/ideas, strengthening coherence.  | Some paragraphs with weak or missing topic sentences, Transition words seldom connect events/ideas or transition choices incorrect. | Missing topic sentences. Transitional words incorrect and/or used rarely if at all. |
| **Sensory details & dialogue precise, clear, specific, relevant, & developed, making people, places, & events seem real.**  | Sensory details & dialogue precise/clear, specific, relevant, & developed, making people, places, & events seem real. | Sensory details & dialogue mostly precise/clear, specific, relevant, & developed, making people, places, & events seem real. | Sensory details & dialogue somewhat precise, clear, specific, relevant, & developed, making people, places, & events seem real. | Sensory details & dialogue imprecise, unclear, unspecific, irrelevant, & undeveloped, or omitted altogether. |
| **Conclusion restates thesis and conveys a sense of closure with no new ideas introduced but provides perspective/ added depth.**  | Conclusion restates thesis and conveys a sense of closure with no new ideas introduced but provides perspective/ added depth. | Conclusion nearly restates thesis and conveys a sense of closure with no new ideas introduced, mostly providing perspective/ added depth. | Conclusion somewhat restates thesis and conveys a sense of closure with no new ideas introduced, somewhat providing perspective/ added depth. | Conclusion neglects to restate thesis and conveys not a sense of closure. New ideas may be introduced. Lacks perspective and added depth. |
| **Standard English spelling, punctuation, & capitalization are used appropriately/ College-level diction (complex and sophisticated)**  | Standard English spelling, punctuation, & capitalization are used appropriately/ College-level diction (complex and sophisticated)  | Standard English spelling, punctuation, & capitalization are used appropriately/ College-level diction (complex and sophisticated), with few problems. | Inconsistent use of Standard English spelling, punctuation, & capitalization. Not always College-level diction (complex and sophisticated**)**  | Minimal use of Standard English spelling, punctuation, & capitalization. Writing is simplistic/generic. Not college-level diction. |
| **Tone is consistent, & appropriate to subject. Essay is written with a distinctive voice, style, & diction (fingerprint )** | Tone is consistent, & appropriate to subject. Essay is written with a distinctive voice, style, & diction (fingerprint uniqueness). | Tone is mostly consistent, & appropriate to subject. Essay mostly written with a distinctive voice, style, & diction (fingerprint uniqueness**).** | Tone is somewhat consistent, & appropriate to subject, mostly written with a distinctive voice, style, & diction. | Tone is inconsistent, not appropriate to subject, not written with a distinctive voice, style, & diction (fingerprint uniqueness). |
| **Correct formatting, including student name, instructor name, class name, and date in upper left-hand corner, proper spacing & standard MLA margins, spacing, & pagination** | Correct formatting, including student name, instructor name, class name, and date in upper left-hand corner, proper spacing & standard MLA margins, spacing, & pagination. | Mostly correct formatting, including student name, instructor name, class name, and date in upper left-hand corner, proper spacing & standard MLA margins, spacing, & pagination. | Somewhat correct Formatting, including student name, instructor name, class name, and date in upper left-hand corner, proper spacing & standard MLA margins, spacing, & pagination. | Incorrect formatting, including student name, instructor name, class name, and date in upper left-hand corner, proper spacing & standard MLA margins, spacing, & pagination. |