**Taking Back Tomorrow Scholarship**

**Madison Central High School Prompt**

Dr. Charles Campbell

**Stories We Believe In: Writing the Narrative Essay**

This essay is meant to evaluate the following outcomes:

1. Demonstrate in writing the student’s ability to overcome a life obstacle in pursuit of their higher education.
2. Convey, practice, and master strategies for mechanics, syntax, and written expression.
3. Prioritize ideas and details to create sentences and build them into simple, coherent paragraphs that have a topic sentence, supporting details, and a concluding statement.
4. Evidence both a basic focus and reveal the writer’s commitment/passion toward their subject.
5. Exhibit originality in expression and conciseness in its delivery.

**Description of Assessment: Your task will be to write a 500-650 word narrative essay, satisfying your reader by delivering the development of a single, vivid incident that demonstrates the ability to overcome a life obstacle in pursuit of your higher education. For instance, sometimes the narrative essay retells a childhood experience that made an impression on the writer. It may allow the writer to discuss or explain how an event helped to shape who they are today. These essays may expound on a quotation or explore an issue according to the selective experience of the writer, to illuminate a particular moral or purpose. You might consider these criteria as you begin writing.**

**CRITERIA FOR YOUR ESSAY:**

* Make sure your essay has an introduction, body, and conclusion.
* Revise and Edit the essay from a local (grammar and mechanics) and global (content) perspective.
* Write well-detailed descriptive paragraphs with unity and support.
* What did you learn from the obstacles that you faced? Conclude by letting the reader know how the experience has shaped you.
* *Entertain* your readers by telling them something compelling, something that isn’t so obvious, and something they might not have thought about.

**DUE DATE** 04/15/2019

**RUBRIC:**

Author’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Title of Piece \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- | --- |
|  | 0-64 | 65-70 | 70-84 | 85-90 | 90-100 |
| **CONTENT/IDEAS/CREATIVITY** | Writing is extremely limited in communicating knowledge, with no central theme. | Writing does not clearly communicate knowledge. The reader is left with questions. | Writes related, quality paragraphs, with little or no details. | Writing is purposeful and focused. Piece contains some details. | Writing is confident and clearly focused. It holds the reader’s attention. Relevant details enrich writing. |
| **ORGANIZATI**O**N** | Writing is disorganized and underdeveloped with no transitions or closure. | Writing is confused and loosely organized. Transitions are weak and closure is ineffective. | Uses correct writing format. Incorporates a coherent closure. | Writing includes a strong beginning, middle, and end, with some transitions and good closure. | Writing includes a strong, beginning, middle, and end with clear transitions and a focused closure. |
| **VOCABULARY/**  **WORD CHOICE** | Careless or inaccurate word choice, which obscures meaning. | Shows some use of varied word choice. | Uses a variety of word choice to make writing interesting. | Purposeful use of word choice. | Effective and engaging use of word choice. |
| **VOICE** | Writer’s voice/ point of view shows no sense of audience*.* | Writer’s voice/ point of view shows that sense of audience is vague. | Writer uses voice/point of view. Writes with the understanding of a specific audience. | Writer has strong voice/ point of view. Writing engages the audience. | Writes with a distinct, unique voice/point of view. Writing is skillfully adapted to the audience. |
| **SENTENCE FLUENCY** | Frequent run-ons or fragments, with no variety in sentence structure. | Some run-ons or fragments. Limited variety in sentence structure. | Uses simple compound, and complex, sentences. | Frequent and varied sentence structure. | Consistent variety of sentence structure throughout. |
| **CONVENTIONS** | Parts of speech show lack of agreement. Frequent errors in mechanics. Little or no evidence of spelling strategies. | Occasional errors between parts of speech. Some errors in mechanics. Some evidence of spelling strategies. | Maintains agreement between parts of speech. Few errors in mechanics. Applies basic grade level spelling. | Consistent agreement between parts of speech. Uses correct punctuation, capitalization, etc. Consistent use of spelling strategies. | Uses consistent agreement between parts of speech. No errors in mechanics. Creative and effective use of spelling strategies. |