



Morelia

Break in mexico

We had packed our bags and we were ready to we were heading to the airport we checked in and waited for the plane to arrive so it arrived so i got in alonge with my parents and sister so we waited three whole hours till we had finally arrived. When we arrived we had to do so paper signing then we went to go get our luggage but we could not find it so it took us two hours looking for them. Then we found it then the days past and we were going to have a party with very important people like the senator of mexico and some other people because my uncle is friends with the senator of mexico so we had a lot of people over. Then the next day we cleaned up and we left to guadalajara to see my mom's aunt and cousin so that me and my sister could meet them for the first time so we were there for a while then we had to leave to san julian and we spent two night with my uncle at his house and the first night we went to a party were they had a lot of tamales drinks desert and more. The next day they took us to see a museum where they had a bunch of stuff from god made out of recycled stuff then we went to eat and we went back to penjamillo were my dad is from so then every night we would go to a place called la plasa were they had a bunch of basketball games and food then on a friday my dads friend got married because in penjamillo they have party every single day does not matter what day it is so we went to the party and some of my friends from school were there like marleen and her cousins because marleens aunt and uncle were getting married so we were there and then at 11 we left back so then monday was christmas so we ate tamales and we played games and opened presents at midnight and then on new years we at enchiladas and we played more games and well went to my uncles and grandpas house because we were going to have a band come to sing so then we all were there then we all started going to sleep except for the men and then the next day we left to morelia where is the city of michoacan and that night we went to the plasa witch was huge and we so a huge church and a bunch of other art the next day we went to queretaro and we went shopping then we went to pasquaro and there was bunch of art then the next day we went back to michoacan then the next day we made ribs and then on saturday we ate and started saying bye to everyone to leave so we drove to the airport and we waited for our flight and our flight got here and we flew for three hours and we got to california and did paper signing and we took our luggage and that was most of my brake.

Grade 7 Personal Narrative, Example D, Rubric Score 1

This personal narrative received an overall score of 1 on the rubric. The main problem lies with the grammar, as the run-on sentences and lack of paragraphing make the essay hard to read. There are parts that could be explained better, such as the author’s description of the museum where they saw “stuff from god made out of recycled stuff.” Most of the narrative is a list of activities they did, but it would be nice to hear more details about some of those activities. The writing has a weak ending, as if the author wasn’t sure HOW to end it.

Common Core All-Subject Writing Rubric					GRADE 7	D	
Writing Type(circle one):					Argumentative	Informative/Explanatory	Narrative (ELA only)
CONTENT X4	The writing has a sharp focus and clarity of purpose. The ideas are developed with examples and specific details including textual evidence and are thoroughly elaborated. All elements of the prompt are addressed.	The writing has a clear central idea and a clear focus. Ideas are developed with textual evidence, even though the development may be uneven. Information is relevant. Most elements of the prompt are addressed.	The writing has a vague central idea; there are shifts in focus or digressions. Ideas are listed, information may be incomplete or irrelevant, textual evidence may be lacking, and there is little development. Some elements of the prompt are <u>not</u> addressed.	The writing has unclear or confusing ideas. The ideas are missing relevant information, there is not enough information, or there is little or no development, and little textual evidence. Significant elements of the prompt are <u>not</u> addressed.	X4		
ORGANIZATION	There is a beginning, middle, and end in the writing with strong transitions between ideas. Ideas are presented in a logical order and there is a sense of completion about the writing.	There is a beginning, middle, and end in the writing with simple transitions between ideas. Ideas are presented in a logical order and the writing may have a weak ending.	There is a weak beginning, middle, and end with gaps in ideas. Ideas are presented in random order, there may be significant repetition, and the writing may have no ending.	There is no beginning or end with severe gaps in ideas. Ideas are presented in a random or repetitive order. There may be too little information to demonstrate organization.			
SPELLING & GRAMMAR (Conventions)	The writing exhibits superior control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be part of a pattern of errors.	The writing exhibits proper control over grammar, spelling, punctuation, and capitalization. If there are errors present, they do not appear to be a part of a pattern of errors.	The writing exhibits weak control over grammar, spelling, punctuation, and capitalization. The errors minimally affect the meaning of the writing.	The writing exhibits little to no control over grammar, spelling, punctuation, and capitalization. The errors greatly affect the meaning of the writing.			
Teacher Feedback:			{{Student Reflection on Back}}		Total Points Earned		
					Score		