



Christmas vacation

Christmas eve is where it all starts, The cousins are all here, we have gone to church, and we are now back at home setting up for a big tomoly dinner. This day was probably one of the best days of the christmas break we had a very nice binner then after Ryan, Coner, Ryder, and I came in and started playing fortnite. We had a very nice time. Then all the girls came and told us that is was time to do the coin jar.

The coin jar is a tridion that we do ever christmas eve. We line up youngest to oldest and one buy one kids get to put one hand in a huge jar of coins and pull out as much money as you can then you count your money to see how much you got. This year I got the second most money with \$28.19.

Also on Christmas Eve that night I decided I would try to practice and get better at keyboard and mouse or otherwise known as PC gaming. My older cousin Ryan is a PC player in fortnite and I really wanted to learn how to play fortnite on PC so I asked him. Then when he came up he brought his computer and mouse and now I know how to play fortnite on PC and I'm trying to perfect it.

This night is always the hardest night to sleep during the whole Christmas vacation, because it's the night right before Christmas and you're super excited and you have all your cousins and you don't know what you're going to get. So that night I stayed up till like 2 trying to go to bed. Me and my other cousin Ryder also had a very hard time sleeping so we talked for a very long time about how school is going and stuff like that.

So this is how my Christmas vacation was. And also this is all of the highlights of my
Christmas Vacation thank you.

Grade 7 Personal Narrative, Example B, Rubric Score 3

This personal narrative received an overall score of 3 on the district rubric. The author does a nice job of setting the scene, explaining who is involved, and describing his enjoyment of the vacation. The writing has a clear focus and is very interesting and engaging. There is a clear beginning, middle, and end, although the end is a bit of an afterthought and could be developed better. Conventions could also be improved, as there are several spelling and capitalization errors. In the second-to-last paragraph, the writer changes from first person (I) to second person (you), which weakens the narrative. Overall, this piece was well-written and could easily be revised to earn a 4 on the rubric.



| Common Core All-Subject Writing Rubric | | | | | GRADE 7 | | |
|---|--|---|--|--|--------------------------------|-------------------------|----------------------------|
| 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: | | | | | 3 | | 3 |
| | | | | | {(Student Reflection on Back)} | | Total Points Earned |
| | | | | | | | Score |