

# ReadBox Project

## Short Story Rubric

Name:	Exceeded expectations	Met most expectations	Met some Expectations	Did not meet expectations	Score/ Mark
Class:	10-8 pts	8-6 pts	6-4 pts	4-0 pts	
Date:					
<b>Characters &amp; conflict</b>	<p>The main character(s) is/ are named and well-described and the reader can identify with the main character(s). The reader can describe the characters accurately.</p> <p><i>The reader can easily understand the problems that the main character(s) face and why it is a problem.</i></p>	<p>The main character(s) is/ are named and described. The reader can say a thing or two about how the main character looks, moves or speaks.</p> <p><i>The reader can fairly easily understand the problems that the main character(s) face and why it is a problem.</i></p>	<p>The main character(s) is/ are named. The reader knows very little about the main character(s).</p> <p><i>The reader can understand the problems that the main character(s) face and why it is a problem.</i></p>	<p>It is hard to tell who the main character(s) is/ are.</p> <p><i>It is not clear to the reader what problems the main character(s) face.</i></p>	<p>____/10__</p>
<b>Setting</b>	<p>Many descriptive words are used to tell when and where the story took place.</p>	<p>Some descriptive words are used to tell when and where the story took place.</p>	<p>The student (author) didn't supply much detail, but the reader can still figure out when and where the story took place.</p>	<p>The reader has trouble finding out when and where the story took place.</p>	<p>____/10__</p>

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Class:	20-15 pts	15-10 pts	10-5 pts	5-0 pts	
Date:					
<b>Plot</b>	<p>The story has a strong title which grabs the reader's attention.</p> <p>The story has an engaging beginning. The reader is pulled into the story.</p> <p>The story has a clear beginning, middle and end and is easy to understand and events follow in a logical sequence.</p> <p>The plot is very well-planned and well-organised and contains an engaging beginning, a rising action, a climax, a falling action and all loose ends are tied up in the resolution.</p>	<p>The story has a good title.</p> <p>The beginning of the story grabs the reader's attention. The reader wants to continue reading the story.</p> <p>The story has a beginning, middle and end. The story contains a few confusing parts but the overall storyline is clear. Events follow logically and make sense.</p> <p>The plot is pretty well-developed and pretty well-organised and easy to understand; it contains an interesting beginning a rising action, a climax, a falling action and most loose ends are tied up in the resolution.</p>	<p>The title fits the story.</p> <p>The beginning did not grab the reader's attention.</p> <p>The story is hard to read and understand; not all of the elements are included (a beginning, a rising action, a climax, a falling action and a resolution).</p> <p>Some attempt at creating a plot has been made, though confusing at times. It does not flow and does not make sense.</p>	<p>The title seems out of place and does not fit the story.</p> <p>The story begins abruptly or seems out of place. The reader cannot follow or understand the story.</p> <p>Little attempt at creating a plot has been made; hardly any of the elements are present (a beginning, a rising action, a climax, a falling action and a resolution).</p> <p>Little to no development in plot and organisation; ideas and scenes seem to be randomly arranged.</p>	
					____/20____

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Grammar & Mechanics	The student makes few, if any, errors in grammar, punctuation or spelling.	The student makes a couple of errors in grammar, punctuation or spelling that distract the reader, but the errors hardly interfere in the understanding.	The student makes some errors in grammar, punctuation or spelling that distract the reader, but may interfere with the understanding the text.	The student makes a lot of serious errors in grammar, punctuation or spelling, that distract the reader from the understanding the text.	<u>      </u> / 20 <u>      </u>
Vocabulary and language choice	<p>The language is appropriate; the student uses fresh word choice and tone to enhance the meaning.</p> <p>The sentences and paragraphs are complete and well-constructed. There is plenty of variety in sentence length, structure and style. The sentences flow together.</p> <p>The story makes sense and is easy to understand.</p>	<p>The use of language feels right; the student uses interesting and fresh/ powerful/ exciting words and tone to enhance the meaning.</p> <p>Most sentences and are complete and well-constructed. There is variety in sentence length, structure and style. Most of the sentences flow together. The paragraphs are generally well-organised.</p> <p>The story makes sense and is fairly understandable. One element may be out of place.</p>	<p>The use of language is sometimes inappropriate or poor; the student uses clichés and unoriginal words/ expressions. More precise and powerful/ exciting words are needed to get the intended message across.</p> <p>The sentences are complete , but short in length, often poorly constructed. There is lack of variety in sentence length, structure and style. Most of the sentences do not flow together. The paragraphs still need some extra work.</p> <p>The story is hard to follow and somewhat confusing.</p>	<p>The use of language is inappropriate; words are unnecessarily repeated or of poor choice; the student has limited vocabulary. The reader does not get the intended message. The story is boring to read.</p> <p>The sentences lack structure; are often incomplete and do not always make sense. The sentences do not flow together. The paragraphs still need a lot of extra work.</p> <p>The reader cannot follow this piece of writing.</p>	<u>      </u> / 20 <u>      </u>

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<b>Organisation &amp; Neatness</b>	The text is readable, neat, clean and attractive.	The text is readable, neat, clean and attractive.	The text is readable, and some parts are attractive.	The text is not presented in a neat or attractive way.	
	The page contains the following elements: a fitting title, the student's name, grade and an illustration to support the story.	The page contains the following elements: a title, the student's name, grade and an illustration to support the story.	The page contains three of the following elements: a title, the student's name, grade and an illustration to support the story.	The page contains only one or two of the following elements: a title, the student's name, grade and an illustration to support the story.	
	Superior effort is shown; the student took great pride in it.	Good effort is shown; it looks like the student took some pride in it.	Some effort is shown; it looks like the text has been written in a hurry.	It looks like the student just wanted to get it over and done with.	___/10__
<b>Creativity</b>	The student composed an original story/ piece of writing with a clear theme, many creative details and/ or descriptions that contribute to the reader's enthusiasm.	The student composed an original story/ piece of writing, with a few creative details/ descriptions, but some elements are not excellent.	The student composed a quite unoriginal story/ piece of writing. It contains a few creative details/ descriptions, but they distract the reader from the story.	The student composed an unoriginal story/ piece of writing; there is little evidence of creativity. The theme is not conveyed.	
	The student has really used his/ her imagination.	The student has used his/ her imagination.	The student has tried to use his/ her imagination.	Little or no effort is shown; the student does not seem to have used his/ her imagination.	___/10__
					<b>TOTAL SCORE</b> ___/100

