**Rubric: Short Story**

Student: Task:

Date: Assessor: ❑ Self ❑ Peer ❑ Teacher

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| **Criteria** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Knowledge/ Understanding**  • theme or controlling idea |  incorporates a theme or controlling idea that shows limited thought |  incorporates a theme or controlling idea that shows some thought |  incorporates a theme or controlling idea that shows considerable thought |  incorporates a well-thought-out theme or controlling idea |
| **Thinking/Inquiry**  • originality in storyline |  storyline shows limited originality |  storyline shows some originality |  storyline shows considerable originality |  storyline is highly original |
| • risk taking with literary techniques (e.g., humour, irony) |  takes few risks with literary techniques to create desired impact |  takes some risks with literary techniques to create desired impact |  takes considerable risks with literary techniques to create desired impact |  takes extensive risks with literary techniques to create desired impact |
| **Communication**  • command of story structure |  initiating action has limited effectiveness in introducing the conflict;   passage of time has limited clarity and continuity;   dialogue to develop character and plot is limited;   ending shows little syntactic maturity or control |  initiating action shows some effectiveness in introducing the conflict;   passage of time has some clarity and continuity;   dialogue to develop character and plot is somewhat effective;   ending provides a logical resolution and shows some syntactic maturity and control |  initiating action shows considerable effectiveness in introducing the conflict;   passage of time has considerable clarity and continuity;   dialogue to develop character and plot is effective;   ending provides an effective and logical resolution and shows considerable syntactic maturity and control |  initiating action is highly effective in introducing conflict;   passage of time has a high degree of clarity and continuity;   dialogue to develop character and plot is highly effective;   ending provides an effective, complex resolution and shows a high degree of syntactic maturity and control |
| • style (syntax and word choice) |  word choice has limited variety and vitality |  word choice shows some variety and vitality |  word choice shows considerable variety and vitality |  word choice shows a high degree of variety and vitality |
| • narrative voice |  narrative voice has limited connection to characters and setting |  narrative voice has some connection to characters and setting |  narrative voice is effective in reflecting characters and setting |  narrative voice is highly effective in reflecting characters and setting |
| **Application**  • language conventions |  applies grammar, usage, spelling, and punctuation with limited accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with some accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with considerable accuracy and effectiveness |  applies grammar, usage, spelling, and punctuation with a high degree of accuracy and effectiveness |