

Writing: Short Story

CRITERIA FOR EVALUATION	SCORE POINT 4	SCORE POINT 3	SCORE POINT 2	SCORE POINT 1
Genre, Focus, and Organization				
Beginning grabs the reader's attention.	Beginning grabs the reader's attention with interesting dialogue or action.	Beginning only partially develops the attention-grabbing opening.	Beginning is relevant but not engaging.	Beginning is trite and dull.
Beginning introduces characters, definite setting, point of view, and conflict.	Beginning clearly introduces characters, definite setting, point of view, and conflict.	Beginning introduces main characters, setting, point of view, and conflict but is somewhat vague.	Beginning names main character and merely indicates setting, point of view, and/or conflict.	Beginning is abrupt and does not introduce any main element.
All events build to a suspenseful climax.	All events clearly and effectively build to a suspenseful climax.	Most events build to a suspenseful climax, but one or more events are not clearly connected to the plot.	Several events build to a climax, but earlier events give away the climax or lead to a weak climax.	Plot wanders, is unclear, or haphazardly presents events so that no climax is apparent.
Point of view is consistent throughout story.	Point of view (first or third person) is clear and consistent throughout the story.	Point of view (first or third person) is consistent in most sections of the story.	Point of view (first or third person) shifts periodically in story.	Point of view is inconsistent and confusing.
Major and minor characters are complex and realistic.	Major and minor characters seem to come alive and are complex and realistic.	Characters seem real, with few instances where more detail, description, or dialogue is needed.	Characters seem real occasionally.	Characters are undeveloped, with little detail, description, or dialogue.
Specific narrative actions show attitudes and personality of characters.	Specific narrative actions (movements, gestures, facial expressions) throughout the story show attitudes and personality of characters.	Narrative actions (movements, gestures, facial expressions) often show attitudes and personality of characters.	Several narrative actions hint somewhat vaguely at attitudes and personality of characters.	Narrative actions are omitted or are used inappropriately.
Precise words describe characters and setting.	Precise words vividly describe characters and setting.	Precise words usually describe characters and setting.	Precise words are used only occasionally to describe characters and setting.	The story suffers from a lack of precise words.

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Transitions aid coherence.	Well-chosen transitions aid coherence, creating a well-organized story.	Transitions aid coherence in most sections of the story, leaving few gaps for the reader to fill.	Transitions only occasionally aid coherence; some are used inappropriately.	Missing transitions make it hard for the reader to follow the story.
Denouement resolves the conflict and is believable.	Denouement clearly and believably resolves the conflict.	Denouement sensibly resolves the conflict but is not completely satisfactory.	Denouement resolves part of the conflict but is not clear and leaves one or more major issues unresolved.	Denouement does not resolve the conflict or does not make sense.
Writing Conventions				
Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level throughout the story.	Standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) are used appropriately for this grade level, with few problems.	Inconsistent use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade level jars the reader.	Use of standard English spelling, punctuation, and capitalization (with emphasis on punctuating dialogue) appropriate for this grade level is minimal and confuses the reader.
Standard English grammar and sentence structure are used appropriately for this grade level.	Standard English grammar and sentence structure are used appropriately for this grade level and are consistent throughout the story.	Standard English grammar and sentence structure are used appropriately for this grade level, with few problems.	Inconsistent use of standard English grammar and sentence structure appropriate for this grade level jars the reader.	Minimal use of standard English grammar and sentence structure appropriate for this grade level confuses the reader.