

RUBRIC FOR SCORING SHORT STORY WRITING

	LEVEL 5 ADVANCED			LEVEL 4 THOROUGH (Competency)			LEVEL 3 ACCEPTABLE			LEVEL 2 PARTIAL		LEVEL 1 MINIMAL
Profile	The writer demonstrates a comprehensive understanding of short story writing, purpose and audience. The writer crafts a sophisticated and polished piece of writing that thoroughly engages the reader.			The writer demonstrates a clear understanding of short story writing, purpose and audience. The writer holds the reader's attention through an interesting and organized piece of writing.			The writer demonstrates a general understanding of short story writing, purpose and audience. The writer activates the reader's interest on occasion, but waivers in maintaining unity, resulting in a less convincing piece of writing.			The writer demonstrates limited understanding of short story writing in general; the writing is underdeveloped and/or confusing		
Criteria												
Organization and Ideas	The writer crafts a strong connection between story elements and ideas, and sustains a deliberate focus on unfolding events to create the story. Carefully selected details enrich development and captivate the reader from beginning to end.			Story elements and ideas work together. The writer sustains a focus on unfolding events to create the story. Interesting details enhance development and lend originality to the story. Effective transitions lead to the conclusion.			The writer creates a connection between story elements and ideas, maintaining a logical sequence of unfolding events for the most part. Relevant details support development and spark the reader's interest on occasion			The writer loosely connects story elements and ideas. Details are limited and strung together. The writing requires further development		The writer's ideas are disjointed and confusing. Details are disconnected and/or random. Overall, the writing lacks direction.
Voice	The writer conveys a strong sense of self; tone is crafted for purpose and audience; the writer speaks to the reader in a compelling voice that engages and contributes to the story.			The writer conveys a sense of self; tone is appropriate for purpose and audience; the writer speaks to the reader in an expressive voice that lends clarity to the story			The writer conveys an occasional sense of self; tone is appropriate for purpose and audience in part; the writer speaks to the reader in a discernible voice that holds the reader's attention in part.			The writer's voice is indistinct, generally lacking tone appropriate for purpose and audience. He/she addresses the reader unevenly and fails to connect with the reader.		The writer's voice is flat or absent, disregarding the reader for the most part.
Structures and Features	The writer uses the structure of the short story in a deliberate and sophisticated manner; effective choice of language features such as, but not limited to, dialogue, word choice and figurative language enrich the short story and offer a unique style			The writer uses the structures of a short story in a sustained manner; attention to style and language features such as, but not limited to, dialogue, word choice and figurative language contribute to the short story.			The writer uses the structures and features of the short story in an inconsistent manner; wavering attention to language features such as, but not limited to, dialogue, word choice and figurative language may undermine the short story at times			The writer indicates a short story structure through a simple sequence; attempts at language features such as, but not limited to, dialogue, word choice and figurative language are evident but limited and/or confusing		The writer suggests a series of loosely connected events or action that allude to a story. Generally, attempts at language features are inappropriate and/or incorrect.
Score	5+	5	5-	4+	4	4-	3+	3	3-	2+	2	1
	100	95	90	85	80	75	70	65	60	55	50	40

Students must demonstrate sufficient control of written language conventions. The guidelines for scoring a student's performance for the writing task, with consideration for use of written language conventions, are as follows:

- Consider the student's ability to apply written language conventions, then determine where the performance best fits in one of the three profiles for written language conventions. If the use of written language conventions best fits in Profile C (Partial), the score on the overall writing task cannot be higher than Level 3- (60%).
- This weighting should be applied after the writing task has been scored.