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| --- | --- | --- | --- | --- |
| **Category** | **Fully Meeting Expectations**  **4** | **Meeting Most Expectations**  **3** | **Meeting Some Expectations**  **2** | **Not Meeting Expectations**  **1** |
| Ideas/ Content  (x2) | Ideas are clear, original and focused. An excellent understanding of the story is evident. | Ideas are clear but information is general and predictable. A good understanding of the story is evident. | Ideas are clear but more information is needed. Minimal  understanding of the story is evident. | Ideas are unclear, few information is given. Minimal  understanding of the story is evident. |
| Organization | Organization is very clear.  Proper format for type of project chosen has been used. | Organization is adequate. Proper format for type of project chosen has mostly been used. | Organization is not clear. Proper format has been attempted only. | Severe lack of organization. Affects ability to understand project. |
| Word Choice | Imagery and verbs are strong. Specific and accurate words are used to convey meaning. | Good word choice. Verb usage and descriptive words are used well. | Language is functional.  Writer uses familiar words and few energetic verbs. | Language is functional.  Writer uses familiar words. |
| Conventions | Grammar and usage are correct and contribute to clarity. Punctuation is correct and paragraphing adds to organizational structure. | Grammar and usage are correct.  Paragraphing may create problems.  Spelling and punctuation are correct. | Some usage, grammar, or paragraphing problems exist.  Spelling and end-of-sentence punctuation are almost always correct.  Punctuation is sometimes  incorrect or missing. | Grammar, or paragraphing problems exist.  Spelling and end-of-sentence punctuation are almost always incorrect.  Punctuation is usually incorrect or missing. |
| Presentation | The project displays considerable effort and creativity. | The project displays effort and creativity. | Some effort is displayed but no creativity is evident. | Little effort or creativity is evident. |

# Short Story Final Project Rubric (Representing)

Final mark:

Comments:

# Short Story Final Project Rubric (Writing)

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| --- | --- | --- | --- | --- | --- |
| Categories | 5 | 4 | 3 | 2 | 1 |
| Ideas and Content | Fresh, original treatment of ideas; well-developed theme from start to finish, with relevant, strong supporting detail. | Clear, focused, interesting ideas with appropriate details that enhance the main idea. | Evident main idea with some supporting details; may lack focus or contain bits of irrelevant material or gaps in needed information. | Some attempt to support, but main theme may be too general or confused by irrelevant details. | Writing lacks a central idea; development in minimal or non-existant. |
| Organization | Effectively organized in a logical and creative way; has a unique and engaging introduction and conclusion. | Structure moves the reader smoothly through the text; well organized with an inviting introduction and a satisfying closure. | Organization is appropriate, but conventional. There is an obvious attempt at an introduction and conclusion. | An effort has been made to organize the piece, but it may be a “list” of events. The introduction and conclusion are not well developed. | A lack of structure makes this piece hard to follow. Lead and conclusion may be weak or non-existent. |
| Word Choice | Carefully chose words convey strong, fresh, vivid images consistently throughout the piece. | Word choice is functional and appropriate. The writer has made some attempt at description, which sometimes may see overdone. | Words are likely to be correct, but lack flair. The writer may overuse generalised words and modifiers. | Word choice is monotonous; may be repetitious or immature. The writer uses patterns of conversation rather than book language. | Vocabulary ranges is limited and may be inappropriate. |
| Sentence Fluency | High degree of craftsmanship in sentence length and form; the writing sounds rhythmical to read aloud. | Easy flow and rhythm to most of the piece; good variety in sentence length and structure. | The writer is generally in control of sentence structure, but sentences often follow a similar structure without much variation for effect. | Generally in control, but lacking variety in length and structure. | No `sentence sense`; run-on or choppy sentences predominate. |
| Conventions | The paper contains few, if any errors in conventions. The writer shows control over a wide range of conventions beyond grade-level expectations. Some errors may result from experimentation with words and sentences. | The writer shows strong control of conventions. Writing is generally correct, but may be risk-free. | Occasional errors are noticeable, but minor. The writer uses conventions with enough skills to make the paper readable. | More frequent errors, inappropriate to the grade level, are evident but the reader can still follow the piece. | Errors in conventions make the writing difficult to follow. The writer seems to know some conventions, but confuses many more. |