Short Story Rubric

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| CATEGORY | 4 | 3 | 2 | 1-0 |
| Character | The main characters are fully developed, including being named and clearly described. Readers understand and could accurately describe the characters. | The main characters are named and described. Most readers would have some idea of what the characters looked like. | The main characters are named, but not developed. The reader knows very little about the characters. | There is little to no character development. |
| Conflict | It is very easy for the reader to understand the problem the main character faces and why it is a problem. | It is fairly easy for the reader to understand the problem the main character faces and why it is a problem. | It is either difficult to see the problem the main character faces or it is not clear why it is a problem. | It is not clear what problem the main character faces. |
| Plot | The story is well organized. One idea or scene follows another in a logical sequence. The solution to the main problem follows a gripping climax, is logical, and there are no loose ends. | The story is pretty well organized. One idea or scene may seem out of place. The solution to the character’s problem follows a climax, and is fairly logical. | The story is a little hard to follow. There may/may not be a clear climax. The solution to the character’s problem is a little hard to understand. | Ideas and scenes seem to be randomly arranged. No solution is attempted or it is impossible to understand. |
| Setting | Many vivid, descriptive words are used to tell when and where the story took place. The setting is well developed! | Some vivid, descriptive words are used to tell the audience when and where the story took place. The setting is developed. | The reader can figure out when and where the story took place, but the author didn’t supply much detail. The setting needs further development. | The reader has trouble figuring out when and where the story took place. There is no setting development. |
| Theme | Complex themes evident in story. | Clear theme evident with a beginning, middle and end of the story. | Theme is weak; lacks plot development. | Theme is difficult to determine. |
| Point of View | One point of view was used consistently throughout the story. | Point of view is fairly consistent. | Point of view changes several times throughout the story. | What is the point of view? |
| Tone | Writer uses words very effectively to establish mood and tone | Writer uses words well to establish mood and tone | Writer is beginning to use words to share feelings with the reader, but more emotion is needed | Writer has difficulty sharing feelings with the reader |
| Style | Voice is used to reinforce purpose and connect with audience | Voice is heard frequently. | Voice is either unclear or inconsistent | Voice is inappropriate |
| Dialogue | There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. | There is too much dialogue in this story, but it is always clear which character is speaking. | There is not quite enough dialogue in this story, and it is only sometimes clear which character is speaking. | It is no clear which character is speaking. |
| Description | The story contains many creative details and/or descriptions that contribute to bringing the story to life. | The story contains a few creative details and/or descriptions that contribute a fairly lifelike story. | The story contains a few creative details and/or descriptions, but they are ineffective or distract from the story. | There is little evidence of creativity and description in the story. |
| Mechanics | The story contains no errors in grammar, usage, or mechanics. | The story contains few minor errors in grammar, usage, or mechanics. | The story contains many and/or serious errors in grammar, usage, or mechanics, which may interfere with reading. | The story contains so many errors in grammar, usage, and mechanics that errors block reading. |
| Requirements | All of the written requirements (typed, double spaced, #of pages, font, margins) were met. | Most (about 80%) of the written requirements were met. | At least 50% of the written requirements were met, but several were not. | Less than 50% of the requirements were met. |