

Name: \_\_\_\_\_

## Short Story Rubric

Score:	4	3	2	1
<b>Content and Development</b>	<p>The short story is exceedingly compelling and indicative of a unique and powerful writer/ethnologist.</p> <p>The conflict is masterfully portrayed, using the "conflict-cause-resolution" framework.</p>	<p>The short story contains some passages that are compelling and indicative of a unique and powerful writer.</p> <p>The conflict is effectively portrayed, using the "conflict-cause-resolution" framework.</p>	<p>The short story attempts to be compelling and achieve stakes, yet contains passages that lack the essence of the reader.</p> <p>The conflict is inadequately portrayed.</p>	<p>The short story is repetitious, generic, contains no insight, and lacks a unique voice.</p> <p>There is no conflict.</p>
<b>Cliches, Details, Showing vs. Telling</b>	<p>The short story is free of clichés, uses descriptive, sensory details artfully and effectively to convey its purpose, and masterfully demonstrates the principle of "showing versus telling."</p>	<p>The short story utilizes some clichés, uses some descriptive, sensory details to convey its purpose, and demonstrates the principle of "showing versus telling."</p>	<p>The short story frequently uses clichés, seldom uses descriptive, sensory details to convey its purpose, and attempts to demonstrate the principle of "showing versus telling."</p>	<p>The short story is full of clichés, contains no descriptive, sensory details to convey its purpose, and fails to demonstrate the principle of "showing versus telling."</p>
<b>VOICE Techniques</b> (from: "Adding Voice to Your Writing" packet)	<p>The short story contains the effective use of at least 1 of the following VOICE techniques: full circle ending, repetition, hyperbolic modifier, humor, three parallel, figurative language, imagery.</p>	<p>The short story contains the effective use of at least 2 of the following VOICE techniques: full circle ending, repetition, hyperbolic modifier, humor, three parallel, figurative language, imagery.</p>	<p>The short story contains the effective use of at least 1 of the following VOICE techniques: full circle ending, repetition, hyperbolic modifier, humor, three parallel, figurative language, imagery.</p>	<p>The short story does not contain the effective use of any VOICE techniques.</p>
<b>Control of Conventions</b>	<p>The short story demonstrates control of conventions (grammar, usage, capitalization, punctuation, and spelling) with no errors.</p>	<p>The short story demonstrates partial control of conventions (grammar, usage, capitalization, punctuation, and spelling), and errors do not hinder comprehension.</p>	<p>The short story demonstrates emerging control of conventions (grammar, usage, capitalization, punctuation, and spelling), with some errors that hinder comprehension.</p>	<p>The short story demonstrates a lack of control of conventions with frequent errors that make comprehension difficult.</p>
<b>Length</b>	<p>The short story is 3-4 pages, left inclusive.</p>	<p>The short story is 2-3 pages, or more than 4 pages in length.</p>	<p>The short story is 2-2.5 pages in length, left inclusive.</p>	<p>The short story is less than 2 pages.</p>

TOTAL: ( \_\_\_\_\_ /20) x 2 = \_\_\_\_\_ /40      Comments:

# Story Elements Project Rubric

**Frances Vitali, PhD**



## **Story Elements Project Rubric:**

**Designing and Using Rubrics for Reading and Language Arts, K-6** Joan F. Groeber, 2007 A valuable resource for teachers who use authentic assessment to support student learning Helpful for new teachers teachers new to using authentic assessments and experienced teachers looking for new ideas Barbara A Bradley Assistant Professor of Teaching and Leadership University of Kansas An excellent resource for classroom teachers assessment specialists staff developers and curriculum developers The information is comprehensive teacher friendly and easy to use making the book a valuable tool in the classroom Tracy Taylor Callard English Language Arts Teacher Wichita Collegiate School Wichita KS Enhance literacy instruction using a proven assessment tool rubrics Rubrics are essential tools for providing effective instruction and assessing student achievement Literacy consultant Joan Groeber provides educators with a teacher friendly step by step guide for creating and using rubrics to assess a wide range of literacy skills Groeber's approach helps ensure that students gain a clear understanding of teacher expectations and assume a greater responsibility for their own learning Offering an overview of rubrics as instructional tools with methods and strategies for developing them the revised edition includes Expanded guidelines for creating rubrics More than 40 time saving preconstructed model rubrics covering key literacy skills Rubrics at both primary and intermediate grade levels Strategies for introducing rubrics to students and suggestions for using the rubrics New rubrics that reflect the expanding field of literacy education including information literacy and technology use Using this comprehensive resource teachers can design rubrics to meet their specific classroom needs giving students the opportunity to identify and achieve high levels of performance

**Creative Book Reports** Jane Feber, 2004 Encourage your students to actively demonstrate their comprehension of both fiction and non fiction with these alternative responses to literature The thirty nine standards based projects in this resource appeal to all types of learners in grades 4 8 Easy to follow directions support you during every step of each project helping you give clear explicit instructions to your students A reproducible rubric for each project helps students at all skill levels understand the grading criteria and gives you an effective tool to easily assess reading comprehension Includes a CD of customizable rubrics that you can adapt for other genres and content area topics Book jacket

*Teaching Writing With Rubrics* Laura A. Flynn, Ellen M. Flynn, 2004-03-29 What a gift I used your book from the first day Using your guidelines I am now developing my own units and rubrics Rebecca Kennerly Student Resident Teacher Program University of New Mexico Take the guesswork out of writing instruction and assessment The step by step instructions scheduling guidelines lesson plans rubric assessments and reproducible forms in this guide are the result of years of research planning and fine tuning in the classroom Inspiring student creativity while addressing standards and meeting the needs of every student has never been so easy Special features include Step by step instructions on how to set up a classroom writing program Eleven comprehensive classroom tested lesson plans Methods for adapting rubrics for high school students gifted students English Language Learners and students with learning disabilities

Strategies for evaluating every step of the writing process from pre writing to final draft How to incorporate Six Trait Writing Discover the excellent writing your students can produce when provided with a rubric and challenged to do their best Once you have used the strategies and materials in this guide you may wonder how you ever got along without them

*Reinventing Project-Based Learning, 2nd Edition* Suzie Boss,Jane Krauss,2014-10-21 Lead students through powerful learning experiences with Reinventing Project Based Learning a guide for educators administrators and professional development specialists who want to make the shift to a more student driven learning model Explore proven strategies for overcoming the limitations of the traditional classroom including a wealth of technology tools for inquiry collaboration and global connection to support this new vision of instructional design      **Parallel Curriculum Units for Science, Grades 6-12** Jann H. Leppien,Jeanne H. Purcell,2011-02-15 Based on the best selling book The Parallel Curriculum this resource deepens teachers understanding of how to use the Parallel Curriculum Model PCM to provide rigorous learning opportunities for students in science grades 6 12 This collection of sample units and lessons within each unit were developed by experienced teachers and demonstrate what high quality curriculum looks like within a PCM framework Ideal for use with high ability students the units revolve around genetics the convergence of science and society the integration of English and Biology and the Periodic Table Lessons include pre and post assessments      **Awesome Hands-on Activities for Teaching Literary Elements** Susan Van Zile,2001 Setting Pop ups Paper Chain Characters Plot Mini Books and more to help students learn by doing Includes reproducible student direction sheets and rubrics      **Handbook of Research-Based Practice in Early Education** D. Ray Reutzel,2014-07-09 Written expressly for early childhood educators and those who support their professional development this handbook distills essential knowledge about how to help all PreK 3 learners succeed Leading experts describe doable ways to create effective learning environments and implement instructional practices with a strong evidence base Engaging vignettes illustrate discussions of such topics as differentiated instruction response to intervention the Common Core standards social and emotional learning assessment and teaching across the curriculum Each chapter links cutting edge research to practical applications examples and professional development activities      **35 Rubrics and Checklists to Assess Reading and Writing** Adele Fiderer,1998 Drawing on her extensive experience as a teacher the author shares quick clear and easy rubrics for accessing students work These ideas will help students learn the qualities of a good performance and give parents a detailed picture of their children s progress      *Capturing the Wisdom of Practice* Giselle O. Martin-Kniep,1999 What do professional portfolios consist of Who are their audiences Why should teachers and administrators use them How are they structured In *Capturing the Wisdom of Practice* Giselle Martin Kniep answers these and other questions drawing on her work with more than 3 000 teachers and administrators from 400 school districts Through excerpts from actual portfolios Martin Kniep illustrates how to select a range of artifacts that will lead portfolio developers to evaluate and improve their work She also discusses using portfolios for key purposes learning curriculum

development and assessment research and staff development Readers will find many practical strategies for building and using portfolios and learn what conditions are needed for success I am absolutely convinced says Martin Kniep that every professional who uses portfolios in a serious way will become a better teacher or administrator *Fourth Grade Technology Ask a Tech Teacher*,2020-04-12 Used world wide as a definitive technology curriculum this six volume series Fourth Edition 2011 is the all in one solution to running an effective efficient and fun technology program whether you re the lab specialist IT coordinator classroom teacher or homeschooler It is the choice of hundreds of school districts across the country private schools nationwide and teachers around the world Each volume includes step by step directions for a year s worth of projects samples grading rubrics reproducibles wall posters teaching ideas and hundreds of online connections to access enrichment material and updates from a working technology lab Aligned with ISTE national technology standards the curriculum follows a tested timeline of which skill to introduce when starting with mouse skills keyboarding computer basics and internet Web 2 0 tools in Kindergarten First MS Word Publisher Excel PowerPoint Google Earth internet research email and Photoshop in Second Fifth Each activity is integrated with classroom units in history science math literature reading writing critical thinking and more Whether you re an experienced tech teacher or brand new to the job you ll appreciate the hundreds of embedded links that enable you to stay on top of current technology thinking and get help from active technology teachers using the program Extras include wall posters to explain basic concepts suggestions for keyboarding standards discussion of how to integrate Web 2 0 tools into the classroom curriculum and the dozens of online websites to support classroom subjects **Make Me a Story** Lisa Miller,2023-11-22 When teachers and students first learn about digital stories they often focus on the bells and whistles images music sound effects and so on To Lisa Miller a good digital story like any good story is all about the writing In *Make Me a Story* Lisa shows how to use digital stories to lead students through all phases of the writing process from planning to revising and editing Digital storytelling uses computers and software to marry text with art photographs drawings paintings and video as well as narration and music Lisa leads teachers step by step through the process of writing a digital story in an accessible even for the computer neophyte instructional and entertaining way Through the projects outlined in the book students learn how to write good stories make art and text work together and use technology in creative ways *Make Me a Story* discusses different types of digital stories shows how to assess digital assignments and motivate reluctant writers and explains how digital storytelling teaches skills supported by national education and technology standards Teachers will find specific suggestions for writing exercises and various ways to get students thinking about how best to tell their stories The accompanying CD includes examples of student stories discussed in the text *Standards-based Activities with Scoring Rubrics: Performance-based projects* ,2002 **Teaching New Literacies in Grades K-3** Barbara Moss,Diane Lapp,2009-11-30 Even the youngest readers and writers in today s classrooms can benefit enormously from engagement with a wide range of traditional and nontraditional texts This teacher

friendly handbook is packed with creative strategies for introducing K 3 students to fiction poetry and plays informational texts graphic novels digital storytelling Web based and multimodal texts hip hop advertisements math problems and many other types of texts Prominent authorities explain the research base underlying the book s 23 complete lessons and provide practical activities and assessments for promoting decoding fluency comprehension and other key literacy skills Snapshots of diverse classrooms bring the material to life helpful reproducibles are included Family Storytelling as Authentic Pedagogy Frances Vitali, PhD, 2024-10-09 Family Storytelling as Authentic Pedagogy explores the use of family storytelling as a culturally responsible pedagogy for teacher candidates Drawing on insights from a 10 year storytelling project utilizing the Chautauqua form of storytelling it documents and describes a writing workshop process from the perspectives of teacher candidates acting in the role of storytelling and literacy coaches It thereby showcases how Chautauqua storytelling can be used as an effective pedagogic strategy to recognize value and validate students lived experiences and advocates the teaching of Language Arts as experiential and authentic learning which draws from the multicultural and multilingual perspectives of students Serving as a resource for both researchers and pre and in service educators it will appeal to scholars and practitioners with interests in literacy education culturally responsive pedagogy culturally relevant pedagogy culturally sustaining pedagogy critical pedagogy critical race theory liberatory pedagogy storytelling arts and Language Arts

*The Reflective Educator's Guide to Classroom Research* Nancy Fichtman Dana, Diane Yendol-Hoppey, 2009 Transform your teaching practice with this powerful approach to professional growth Teacher inquiry can play a critical role in professional staff development across all grade levels and subject areas Now this updated bestseller offers both an in depth examination of teacher inquiry as well as step by step instructions giving prospective and practicing teachers everything they need to engage in this vital process Featuring helpful exercises in every chapter this how to guide to action research takes teachers through each stage of the process formulating a research question collaborating with others collecting data analyzing data writing and presenting classroom research and assessing the quality of the work The authors also demonstrate the relationship between teacher inquiry and differentiated instruction data driven decision making progress monitoring and Response to Intervention This revised edition includes An updated section about professional learning communities The latest data collection methods including digital photos video blogging and assessment measures Simplified models for documenting inquiry results Added examples from middle and high school settings A new chapter on assessing inquiry projects By learning to make the most of this essential tool teachers can enhance their instruction and contribute significantly to improved student achievement Digital Storytelling Kay Teehan, 2006 Digital Storytelling is a tool that was created to integrate the newest technology in the classroom It has proven to be a powerful tool indeed It is said that the reason for its power lies with the type of students we teach each day in our schools Students today are multi taskers creative and visual learners They have grown up in a world of multimedia and respond to audio visual in positive ways Given the

opportunity to tell their stories using digital storytelling models they are transformed into self motivated information consumers Our job as educators becomes one of utilizing their natural gravitation to technology to fit our purposes of teaching state and national standards     *Teaching the Language Arts* Denise Johnson,Elizabeth Dobler,Thomas DeVere Wolsey,2022-09-30 This eBook version includes the following enhancements interactive features and links to the up to date Companion Website with more strategies and examples of practice and student work This book s unique and engaging voice supported by its many resources will help future and in service teachers bring the language arts to life in their own classrooms This book helps readers envision their future classrooms including the role technology will play as they prepare to be successful teachers Comprehensively updated the second edition addresses new demands on teaching in traditional and virtual ELA classrooms and the new ways technology facilitates effective instructional practices Organized around the receptive language arts the way learners receive information and the expressive language arts the way leaners express ideas chapters cover all aspects of language arts instruction including new information on planning and assessment teaching reading and writing fundamentals supporting ELLs dyslexic and dysgraphic learners using digital tools and more In every chapter readers can explore a rich array of teaching tools and experiences which allow readers to learn from real world classrooms     The Learning-to-write Process in Elementary Classrooms Suzanne Bratcher,2012-07-26 This text models for teachers how to help children learn and write by establishing comfort with writing building confidence and developing competence Several themes run through the learning to write process presented in this text Writing is communication Writing is a powerful tool for learning How children feel about their writing and themselves as writers affects how they learn to write Teachers are coworkers with students children from many backgrounds can learn to write together The text sythesizes what we know about how children learn how we write and what we write into a process of teaching children to write It is intended to serve as a starting place for developing theories of how to best teach writing     Assessing Media Education William G. Christ,2013-11-05 This volume moves through the steps of developing an assessment plan establishing student learning outcomes in the various areas of the curriculum measuring these outcomes For faculty administrators preparing for accreditation     **25 Fun and Fabulous Literature Response Activities and Rubrics** Christine Boardman Moen,2002 Quick Activities and Rubrics That Help Kids Understand Literary Elements and Use Reading Strategies for Better Comprehension This classroom tested resource includes 25 easy and fun projects to help students explore literary elements such as plot character setting theme and deepen their comprehension Each project includes directions student samples and a reproducible rubric

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