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| **Children's Story Rubric** | **Exemplary****10-9** | **Average****8-7** | **Unsatisfactory****6-0** |
| **Content****Standard: ELA11W3d,4,5,6; L3,5****\_\_\_\_\_\_\_** x 4 =\_\_\_\_\_\_\_\_\_\_\_ | The author purposefully creates a story that including conflict, either internal for the protagonist or external between a protagonist and an antagonist. The author also includes a series of crises leading up to a climax and a resolution of the conflict. The author introduces at least two characters, produces appropriate and properly formatted dialogue, and includes illustrations fitting to the story and audience. The author demonstrates mastery of image, voice, character, and setting within the story.  | The author purposefully creates a story that includes a planned plot structure, a conflict, either internal for the protagonist or external between a protagonist and an antagonist; however, the conflict may weak or lack emotional depth, or the plot may not be fitting to the task. The author introduces at least two characters, produces dialogue, and includes illustrations but one or more of these elements may be underdeveloped, or not quite fitting for the assigned audience. The author demonstrates competence of image, voice, character, and setting within the story. | The author may fail to address one or more aspects of story: as a plot with rising action with resolution, or may fail to meet basic requirements with character, dialogue, illustration, and/or audience.  |
| **Conventions****Standard: ELACC11L1,2****\_\_\_\_\_\_\_** x 1 =\_\_\_\_\_\_\_\_\_\_\_ | The piece has no major conventional errors (fragments, run-ons, subject-verb agreement, pronoun-antecedent agreement) and no distracting spelling errors.  | The piece has no more than one major conventional error and any spelling errors to not distract the audience from the content of the presentation. | The piece has multiple major conventional errors and/or a pattern of distracting spelling errors that distract the audience from the content of the presentation. |

**Total:\_\_\_\_\_\_\_\_\_\_\_/50**

**ELACC11W3d Precise Language—**Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**ELACC11W4,5,6 Production and Distribution of Writing—Produce** clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience; develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience; use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**ELACC11L1,2,3,5 Conventions of Standard English** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening; vary syntax for effect, consulting references (e.g., Tufte’s *Artful Sentences*) for guidance as needed; demonstrate understanding of figurative language, word relationships, and nuances in word meanings.