Middle School 180 – 7ᵗʰ Grade Literacy Unit of Study — Short Stories Unit - Post Assessment Rubric

	Exceeds Standard (4)	Meets Standard (3)	Approaching Standard (2)	Below Standard (1)
Setting CCLS 7 W .3	Student uses vivid & descriptive sensory details to directly & indirectly describe the physical environment & time period. Shifts from one setting to another are conveyed clearly. The setting is always consistent & is closely related to the original fictional narrative.	Some vivid, descriptive sensory words are used to directly and indirectly describe the physical environment & time period. Shifts in setting are included. The setting is consistent & is related to the original fictional narrative.	Very few, descriptive sensory words are used to directly & indirectly describe the physical environment & time period. Some shifts in setting are difficult to follow. The setting is inconsistent at times & strays from the original narrative.	Student demonstrates difficulty describing the physical environment & time period directly and/or indirectly. There are no noticeable shifts in setting & no relation between the setting & the original narrative can be identified.
Narrator, Characters and Point of View 7 W.3a 7 RL 6	Narrative techniques are used to introduce, develop, & describe the narrator, main characters, & supporting characters. These characters are easy identifiable and their role in the story is clear. The first-person narrator is identifiable & their point of view and perspective is clear at all parts of the story.	Narrative techniques are used to introduce, develop, & describe the narrator, main & supporting characters. Characters are identifiable & their role in the story is mostly clear. The narrator is identifiable & their point of view is clear during most of the story.	Very few narrative techniques are used to introduce, develop, & describe the narrator, or characters. These characters are somewhat unidentifiable & their role in the story is clear. The first-person narrator is somewhat identifiable, but their point of view is unclear at times.	No narrative techniques are used to introduce, develop, or describe the narrator, main characters, or supporting characters. The characters are unidentifiable & their role in the story is unclear. The first-person narrator has not been identified.
Plot, Conflict, & Sequence of Events 7 W.3 a,b,c,d,e	The story engages the reader, establishes the context, defining conflict, & conveys the sequence of events in a logical order from start to finish. The sequence of events develops the main conflict & using transitional words/phrases brings this conflict to a reasonable solution.	The story engages the reader, establishes the context, defining conflict, & conveys the sequence of events in order. The sequence of events develops parts of the main conflict & using some transitional words/ phrases to bring this conflict to a solution.	The story is somewhat engaging & attempts to establish the context, define the conflict, & convey the sequence of events in a logical order. The sequence of events does not develop the main conflict or use transitions to bring the conflict to a solution.	The story does not engage the reader, establish the context, define the conflict, or convey the sequence of events in a logical order. The sequence of events does not develop the main conflict or bring the conflict to a reasonable solution.
Theme 7 RL.2	A clear and identifiable theme has been developed over the course of the story that teaches the reader a valuable lesson.	A theme has been developed over the course of the story that teaches the reader a lesson.	A theme has been partially developed over the course of the story and the lesson for the reader is vague or unclear at times.	No identifiable theme is recognized and the author's message for readers is unclear.
Solution /Resolution 7 W.3e	A conclusion has been provided that follows from & reflects on the narrated experiences or events. The solution to the narrative is directly related to events from the original fictional narrative.	A conclusion has been provided that follows from & reflects on the narrated experiences or events, but some parts are unrelated to events from the original narrative.	A conclusion is somewhat identifiable but does not directly follow from or reflect events from the original narrative.	The conclusion is unidentifiable and does not follow from or reflect the original narrative in anyway.
Dialogue 7 W.3 b,c,d	There is an appropriate amount of dialogue included to directly and indirectly establish, develop and maintain experiences, perspectives, events, and/ characters. All speakers are clearly identifiable.	Dialogue has been included to directly and indirectly establish, develop and maintain experiences, perspectives, events, and/ characters. Most speakers are clearly identifiable.	Very little dialogue has been included to directly and indirectly establish, develop and maintain experiences, perspectives, events, and/ characters. Some speakers are identifiable.	No dialogue has been included to establish, develop or maintain experiences, perspectives, events, & characters. Speakers are unidentifiable.
Published Work 7 W.4, 5,6,9,10	The narrative is well-organized & demonstrates a strong command of planning, revising, editing, & using technology to publish professional writing. A formal style has been well established with a title, cover page and image.	The story is organized & shows a command of planning, revising, editing, & using technology to publish professional writing with some errors. Style is somewhat formal.	The story is disorganized and hard to follow at times. There is little evidence of planning, revising, and editing with several errors that make the piece less professional. Writing style is less than formal.	Improvements are needed in publishing. There is little or no evidence of planning, revising, and/ editing and the piece has not been published professionally. No formal style has been established.
Mechanics & Word Choice 7L.1,2,3,4	Student demonstrates a strong command of conventions of standard English including Capitalization, punctuation, grammar, and spelling with no errors. Word choice is varied and grade appropriate with attention to proper tense and context.	Student meets standards of standard English including Capitalization, punctuation, grammar, and spelling with no errors. Word choice is somewhat varied & is grade appropriate.	Student is approaching a strong command of standard English including capitalization, punctuation, grammar, and spelling with errors that somewhat impact readability. Word choice is limited and not grade appropriate.	Student demonstrates no command of standard English including capitalization, punctuation, grammar, and spelling with errors that impact readability. Word choice is not grade appropriate.

Student Self Reflection:

Score _____ /**32** = _____ %

Glow: