

[Instructional Systems Design](#)

Short Story Evaluation Rubric- Peer Evaluation

[By Nada M. Salem](#)

## Short Story- Peer Evaluation

### Directions for the Learner:

In 20 minutes maximum, and based on the rubric below, evaluate your peer's short story and "Short Story Components Fill-in Form." The "Short Story Evaluation Rubric" is over 100 points, 18 of which are on the "Short Story Components Fill-in Form."

Your peer is supposed to have included, in his/her story, all the narrative elements, and all the components of the plot (including falling events and a resolution/denouement), without including any action in the exposition and the resolution.

Your peer's ideas should flow logically; the story should be coherent. Instead of telling it, he/she needs to show it. He/she is supposed to have used specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader needs to experience the story and connect with the characters. The story should be interesting, captivating and well illustrated.

Most importantly, your peer is supposed to have applied all the rules of punctuation, sentence structure, grammar, agreement of tenses, spelling, capitalization, etc. that we have already studied. His/her writing should have an effective rhythm, flow. Sentences should be well built; the sentence structure should be good.

# Short Story Evaluation Rubric: Over 100

Traits / Items	Novice / In-Progress	Intermediate	Proficient	Total Pts.
<b>Characterization</b> 10%	Characters are unclear. They may be a little more than a name and a description or do not rise beyond stereotype. They may be unbelievably inconsistent, or there may not be enough information to form a judgment about them. <b>(6-7 pts)</b>	Characters are clear and reasonably developed. The main character(s) have identifiable characteristics. They may seem to lack a past or future. <b>(8-9 pts)</b>	Characters are strongly drawn, clearly separate and appropriately developed. The main character(s) are presented in multiple ways (appearance, action, thoughts, speech, etc.). They behave "within" their character. They have a past and a future. <b>(10 pts)</b>	
<b>Plot</b> 15%	The exposition is not well-written; although it might include no action, it does not captivate the reader and does not provide enough information about the time/place, the characters, and the background of the story. The point at which the exposition ends and the first action begins is absent or not clear. Very few and unorganized events lead to a quasi-climax. The characters engage in very few conflicts, if any. The story does not reach a moment of greatest emotional intensity. There is no appropriate series of events that bring the story to an end. The conclusion might include no action, but it also does not include unraveling of tensions because no real tensions exist. <b>(10-11 pts)</b>	The exposition is rather well-written; it includes no action but attracts the reader while providing good enough information about the time/place, most of the characters, and the background of the story, in addition to a potential for conflict. The point at which the exposition ends and the first action begins is rather clear. There is a good series of events that lead to the climax. The characters engage in conflicts and struggle with their problems in meaningful ways. The story has a satisfying and logical climax that is the culmination of the proceeding events. It does reach a moment of emotional intensity; the highest point where there is the most suspense; the turning point. There is a series of events that bring the story to an end. The conclusion includes no action, but does include unraveling of tensions: most questions are answered. The characters are left to deal with the consequences of conflicts. <b>(12-13 pts)</b>	The exposition is well-written; it includes no action but captivates the reader while providing excellent information about the time/place, the characters (protagonist, antagonist, character foil, minor characters), and the background of the story, in addition to a potential for conflict. The point at which the exposition ends and the first action begins, i.e. the catalyst that starts the major conflict, is clear. There is a creative series of events that lead to the climax. The characters engage in conflicts and struggle with their problems in interesting and meaningful ways; antagonism is heightened. The story has a satisfying and logical climax that is the culmination of the proceeding events. It does reach a moment of greatest emotional intensity; the highest point where there is the most suspense; the turning point. There is a great series of events that bring the story to an end. The conclusion includes no action, but does include unraveling of tensions: most questions are answered. The characters are left to deal with the consequences of conflicts. <b>(14-15 pts)</b>	
<b>Setting, Narration, and Exposition</b> 18%	Where/when the story takes place may be unclear or setting may be absent altogether. Most of the story is told rather than shown. There is very little use of specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader does not experience the story and connects very little with the characters. <b>(13-14 pts)</b>	Where/when the story takes place is clear. Some of the story is shown rather than told. There is use of some specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader somehow experiences the story and connects with the characters to some extent. <b>(15-16 pts)</b>	Where/when the story takes place is clearly drawn and have an impact on the story. An appropriate amount of the story is shown rather than told (it is visually "alive."). There is good use of specific details that give the reader a reason to feel the emotions rather than just read about their existence. The reader experiences the story and connects with the characters. <b>(17-18 pts)</b>	
<b>Mechanics &amp; Sentence Fluency</b> 18%	The story shows little evidence of proofreading. Errors interfere with the understanding of the story. The manuscript is sloppy and difficult to read. <b>(13-14 pts)</b>	The story has been reasonably well proofread. There may be some errors, but they do not interfere with the understanding of the story. The manuscript is visually clear. <b>(15-16 pts)</b>	The story has been closely proofread and contains few or no errors in punctuation, sentence structure, grammar, agreement of tenses, spelling, capitalization, etc. The writing has an effective rhythm, flow. Sentences are well built (good sentence structure). Language enhances and clarifies meaning. Parallel structures; no useless repetitions/deadwoods; no misplaced modifiers; no sentence fragments; no awkward expressions. The manuscript is visually clear. <b>(17-18 pts)</b>	
<b>Overall</b> 21%	The story is (much) less than 1,000 words. The elements of the story do not work together well. The meaningfulness of the narrative is absent or confusing. The story is neither coherent nor well illustrated. <b>(16-17 pts)</b>	The story is at least 1,000 words. The story is competently told. The meaningfulness of the narrative is apparent. The ideas flow rather logically. The story is somewhat coherent; it makes sense to a certain extent. It is well illustrated. <b>(18-19 pts)</b>	The story is more than 1,000 words. All the elements of the story work together in a successful way. The meaningfulness of the narrative is apparent, compelling and artful. The ideas flow logically. The story is coherent; it makes sense. It is interesting, captivating and well illustrated. <b>(20-21 pts)</b>	
<b>Short Story Components Fill-in Form</b> 18%	The "Short Story Components Fill-in Form" is not well filled-out (more than 8 mistakes). The answers do NOT show that the learner has well understood the narrative elements and was able to include and indicate them in his/her own story to a sufficient extent. <b>(13-14 pts)</b>	The "Short Story Components Fill-in Form" is rather well filled-out, with no more than 8 mistakes. The answers show that the learner has somewhat well understood the narrative elements and was able to include and indicate them in his/her own story to a good extent. <b>(15-16 pts)</b>	The "Short Story Components Fill-in Form" is very well filled-out, with no more than 3 mistakes. All the answers show that the learner has well understood the narrative elements and was able to both include and indicate them in his/her own story. <b>(17-18 pts)</b>	
<b>TOTAL over 100</b>				

Rubric adapted from:

A Rubric to Grade a Science Fiction Story: <http://www.sff.net/people/james.van.pelt/teenfinity/grading.htm>

The 6+1 Trait Rubric: <http://www.nwrel.org/assessment/pdf/Rubrics/6plus1traits.PDF>