

Story Writing : Creating a Storybook for Young Children

Teacher Name: **Chavez**

Student Name: _____

CATEGORY	4	3	2	1
Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Neatness	The final draft of the story is readable, clean, neat and attractive. It is free of erasures and crossed-out words. It looks like the author took great pride in it.	The final draft of the story is readable, neat and attractive. It may have one or two erasures, but they are not distracting. It looks like the author took some pride in it.	The final draft of the story is readable and some of the pages are attractive. It looks like parts of it might have been done in a hurry.	The final draft is not neat or attractive. It looks like the student just wanted to get it done and didn't care what it looked like.
Organization	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to	There is little evidence of creativity in the story. The author does not seem to have used much imagination.

	really used his imagination.	used his imagination.	use his imagination.	
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Title	Title is creative, sparks interest and is related to the story and topic.	Title is related to the story and topic.	Title is present, but does not appear to be related to the story and topic.	No title.
Use of Time	The student used all the time that was given during class. They did not need adult reminders to stay on task.	The student used most of the time given in class. They did not need adult reminders to stay on task.	The student used most of the time given in class however, they needed adult reminders to stay on task.	The student used their time poorly in spite of adult reminders to stay on task.
Age Appropriate	The student made his/her story age appropriate. They took time to understand the maturity of the children the book was written for.	The student made his/her story somewhat age appropriate. They tried to understand the maturity of the students the book was written for.	The story is somewhat age appropriate however the student needed to spend more time trying to relate to the maturity of the children this book was written for.	The story is not age appropriate. The student did not take into consideration the maturity level of the children this book was written for.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Presentation	The story was read with passion and enthusiasm. Each page made the listener eager for more.	The story was read with some passion and enthusiasm but did not grab the attention of the readers.	The story was read with little passion and enthusiasm. The interest of the listeners was not positive.	The story was poorly read. There was no passion or enthusiasm.