

Dystopian Literature TLE: Dystopian Short Story Rubric

Dystopian Short Story					
Standard	<p><u>REVISION/WRITING AS A PROCESS</u> W.11-12.5: 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.</p>	<p><u>METACOGNITION</u> Attainment 1: I can reflect on my own learning and how I learn best. Attainment 2: I can set goals, develop strategy, and reflect on my progress to adapt my approach accordingly.</p>	<p><u>NARRATIVE FEATURES & STRUCTURE</u> W.11-12.3 c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>	<p><u>TECHNIQUE FOCUS: SHOW, DON'T TELL</u> W.11-12.3 d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting and/or characters.</p>	<p><u>INSIGHT/COMMENTARY</u> W.11-12.3 e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>
Evidence	Checkpoints 2, 3, Exhibition, Planning Process Reflection , Teacher & Peer Feedback	Checkpoints 1, 2, 3, Planning Process Reflection , Teacher Conferences	Checkpoints 1, 2, 3, Exhibition	Checkpoint 3, Exhibition	Checkpoints 2, 3, Exhibition
Level 1	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has done minimal research and exploration of topics. <input type="checkbox"/> Writer has participated in cycles of feedback, and has made only minor revisions in each draft. <input type="checkbox"/> Writing contains some errors with language conventions 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has not shown consistent evidence of setting goals and taking steps to improve their story, based on self-reflection, new techniques learned throughout the unit, and critical feedback received. 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative includes some of the dystopian story key features. <input type="checkbox"/> The story's plot structure is not always coherent and the sequencing techniques only sometimes reveal the commentary or establish tone. <input type="checkbox"/> The "moment of realization" in the story may be missing or may not be fully developed. <input type="checkbox"/> The resolution/conclusion of the story may not be clearly or logically linked 	<ul style="list-style-type: none"> <input type="checkbox"/> There are 1-2 places in the story where the writer uses "show don't tell" techniques to develop a picture of the events, setting and characters. <input type="checkbox"/> The "show don't tell" techniques sometimes impact the reader in a way that connects to the intended theme and commentary. 	<ul style="list-style-type: none"> <input type="checkbox"/> The insight /commentary conveyed by the end of the story is cliche, unclear, too general, or shows only surface level thinking about the issue; readers are seeing things presented in a way they've seen before.

			to the rest of the story.		
Level 2	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has researched various issues and explored ways to reveal their commentary. <input type="checkbox"/> Writer has demonstrated willingness to revise by participating in cycles of feedback, revising, editing and rewriting. <input type="checkbox"/> Writing demonstrates command of standard language conventions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has shown consistent evidence of setting goals and taking steps to improve their story, based on self-reflection, new techniques learned throughout the unit, and critical feedback received. 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative includes all of the <u>dystopian story key features</u>. <input type="checkbox"/> The story's plot is structured intentionally to create the desired tone for readers and effectively reveal the commentary. <input type="checkbox"/> The story contains a "moment of realization" for a character or the reader. <input type="checkbox"/> The resolution / conclusion of the narrative is developed and built up throughout the text and clearly linked to the writer's intended commentary. 	<ul style="list-style-type: none"> <input type="checkbox"/> There are at least 3 places in the story where the writer uses "show don't tell" techniques to develop a vivid picture of the events, setting and characters. <input type="checkbox"/> The "show don't tell" techniques impact the reader in a way that helps to reveal the intended theme and commentary; the writer's purpose is met. 	<ul style="list-style-type: none"> <input type="checkbox"/> The insight / commentary conveyed by the end of the story is specific and shows deep thinking about a timely issue. <input type="checkbox"/> The commentary provides the reader with a new perspective or shows a side of an issue most people don't see.
Level 3	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has utilized a planning process by researching various issues and exploring multiple ways to reveal a commentary <input type="checkbox"/> Writer has made significant feedback-based revisions from draft to draft, considering new 	<ul style="list-style-type: none"> <input type="checkbox"/> Writer has shown consistent evidence of setting goals and taking steps to improve their story, based on self-reflection, new techniques learned throughout the unit, and critical feedback received. <input type="checkbox"/> The writer has demonstrated a 	<ul style="list-style-type: none"> <input type="checkbox"/> Narrative includes all of the <u>dystopian story key features</u>. <input type="checkbox"/> The story's plot is structured intentionally to create the desired tone for readers and effectively reveal the commentary. There are successful attempts at using sophisticated structural elements in 	<ul style="list-style-type: none"> <input type="checkbox"/> The writer uses "show don't tell" techniques consistently throughout the narrative to develop a vivid picture of the events, setting and characters. <input type="checkbox"/> The "show don't tell" techniques impact the reader in a way that helps to reveal the intended theme and 	<ul style="list-style-type: none"> <input type="checkbox"/> The insight and commentary conveyed by the end of the story is specific and prompts the reader to reconsider their perspective and assumptions. <input type="checkbox"/> Deep and layered thinking is evident in the commentary: the causes,

	<p>approaches and techniques with enthusiasm.</p> <p><input type="checkbox"/> Writing demonstrates command of standard language conventions with purposeful choices/variations for meaning and style.</p>	<p>growth mindset by actively seeking out additional feedback and/or consistently reflecting on both the strengths and areas to improve in their story.</p>	<p>various parts of the story.</p> <p><input type="checkbox"/> The story includes a well-developed and compelling “moment of realization” for a character or the reader.</p> <p><input type="checkbox"/> The connection between the events in the story and the resolution is evident; it is clear the writer made purposeful choices throughout the text to build up to the conclusion and convey their commentary.</p>	<p>commentary. Sophisticated techniques, such as juxtaposition, are effectively used by the writer to achieve their purpose.</p>	<p>consequences, and impacts of a real-world threat are presented in an engaging and entirely unique way.</p>
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