

## Story Writing : Gothic Mystery

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Setting	Many vivid, descriptive words are used to tell when and where the story took place, including ample details from a historic time period.	Some vivid, descriptive words are used to tell the audience when and where the story took place, including details from a historic time period.	The reader can figure out when and where the story took place, but the author didn't supply much detail about the historic time period.	The reader has trouble figuring out when and where the story took place; fails to include enough details about the historic time period.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
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.
Accuracy of Facts	All facts presented in the story are accurate and representative of the time period.	Almost all facts presented in the story are accurate and representative of the time period.	Most facts presented in the story are accurate (at least 70%) and representative of the time period.	There are several factual errors in the story. Many have no basis in the history of the time period.
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 enjoyable.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works to get the job done.	Student devotes some time and effort to the writing process but was not very thorough. Did not work consistently in class.	Student devotes little time and effort to the writing process. Worked less than half the time in class.
Grammar, Punctuation and Spelling	There are no spelling or punctuation errors in the final draft. Character and place names are spelled consistently throughout.	There is one spelling or punctuation error per page in the final draft. None of the errors interfere with meaning.	There are 2-3 spelling and punctuation errors per page in the final draft. Three or fewer errors interfere with meaning.	The final draft has more than 3 spelling and punctuation errors. More than three errors interfere with meaning.
Requirements	All of the written requirements (# of pages, # of paragraphs, illustration, format etc.) were met.	Almost all (about 90%) the written requirements were met.	Most (about 75%) of the written requirements were met, but several were not.	Many requirements were not met.