**/12 Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Halloween Flash Fiction**

Creative Writing/Spoken Language Assignment

Oral Story Telling Rubric:

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| Descriptors | **Developing (1)** | **Proficient (2)** | **Extending (3)** |
| **Tone/Mood**: attitude of piece of writing | No connection to Halloween/fear/etc. | Creates a scary, spooky mood | Terrifying/mysterious/eerie mood |
| **Intonation**: rise & fall of the voice in speaking. | Monotone; dull; boring | Attempts were made to vary intonation | Intonation carefully & purposefully manipulated for effect |
| **Pace & Volume** | Not audible  Too fast/too slow | Audible;  Well-paced | Audible; pacing used to create desired effect |
| **Content** & Level of **Audience Engagement** | Off topic/undeveloped plot; very dull &/awkward; unoriginal  No/little thought was given to audience engagement | Interesting story line  Clear, simple development; Scary or Halloween inspired; developed plot | Exceptionally thought out, original & engaging work; well-developed flash fiction story line  High level of audience engagement |

Creative Writing Rubric:

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| --- | --- | --- | --- |
| Descriptors | **Developing (1)** | **Proficient (2)** | **Extending (3)** |
| **Content** | Off topic/undeveloped plot;  very dull &/awkward; unoriginal  Dialogue poorly integrated  Unrealistic or “flat” ending | Clear, simple development; Scary or Halloween inspired;  Appropriate dialogue Developed plot  Story is resolved in a logical, predictable way | Exceptionally thought out, original & engaging work;  Dialogue is effective  well-developed flash fiction story line  Ending has some “punch” |
| **Style** | No figurative devices; voice is indistinct; dull | Some use of figurative devices; clear sense of individual voice; engaging | Effective and varied use of figurative and/ rhetorical devices; descriptive |
| **Vocabulary** | Simplistic diction. May have 3 or more spelling errors | Decent content-specific diction. May have 1-2 spelling errors | Mature and precise diction. No spelling errors |
| **Mechanics** | Excessive errors make comprehension difficult | Correct use of punctuation (commas, semi-colons, etc.) ; no sentence errors | Correct & effective use of punctuation; no sentence errors (ie. RO/CS/SF/WW) |