

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

### Flash Fiction Revision (Major Grade Content)

CATEGORY	0 - 69	70 - 79	80 - 89	90 - 100
<b>Effort &amp; Content (Major)</b>	<ul style="list-style-type: none"> <li>➤ Student shows no or nearly no effort to revise his/her story and may leave comments off that explain the purpose of revisions so it is impossible to evaluate thought process.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student shows limited or superficial effort at revising his/her story to strengthen it.</li> <li>➤ Story has major areas for improvement that limit its effectiveness and could have been addressed with more thorough/effective peer review and self-reflection, especially through techniques learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student shows some thoughtfulness in applying both his/her own revision and peer suggested revision into the story to strengthen it as shown through insightful, well-supported commentary on the intent/purpose for significant revisions.</li> <li>➤ Most, if not all, student revisions enhance the quality of the story.</li> <li>➤ Story may still have some significant areas for improvement that limit its effectiveness and could have been addressed with more thorough/effective peer review and self-reflection, especially through techniques learned in class.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Student shows authentic reflection and significant depth of thought in applying both his/her own revision and peer suggested revision into the story to strengthen it as shown through insightful, well-supported commentary on the intent/purpose for significant revisions.</li> <li>➤ Most, if not all, student revisions enhance the quality of the story.</li> </ul> <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> <li>➤ Story has few to no revisions because it was exceptionally strong originally and had only minor points to strengthen.</li> </ul>

### Flash Fiction Revision (Daily Grades)

Categories	0 - 69	70 - 79	80 - 89	90 -100
<b>GSP/ Controlled Sentence Structure (Daily Grade)</b>	<p>Multiple errors severely impact the progression of the story. It feels like work to continue reading through the errors.</p> <p style="text-align: center;">OR</p> <p>Student shows little to no command of sentence structures or little to no effort at revising sentence structures.</p>	<p>Editing of the story is not clear. Some of the errors slow the progression of the story.</p> <p style="text-align: center;">AND</p> <p>Student shows a command of basic sentence structures, but there is little to no evidence of the student's intentional use of certain structures to control pacing within the story.</p>	<p>Story shows evidence of editing, but may still include a few errors. None of these errors delay the flow of the writing.</p> <p style="text-align: center;">AND</p> <p>Student clearly has command of most aspects of sentence structure. Punctuation of written sentences shows some command of blending skills to control the pacing within the story. Sentence structure has moments of variety (beginnings and structures), but consistent control of progression is not shown all the way through.</p>	<p>Story is expertly edited. Conventions for dialogue punctuation, capitalization, spelling, paragraphing, and grammar are followed <b><u>unless iINTENTIONALLY manipulated for effect within the story.</u></b></p> <p style="text-align: center;">AND</p> <p>Student clearly has excellent command of sentence structure. Punctuation of written sentences shows excellent blending skills to control pacing within the story. Students vary sentence beginnings and don't waste words (except for intentional use of rhetorical devices) and use a <b><u>variety of sentence structures to enhance the progression of the story.</u></b></p> <p style="text-align: center;">OR</p> <p>Student shows significant improvement in pacing control and revisions show significant effort in attacking these skills even though there may still be some errors.</p>

CATEGORY	0 - 69	70 - 79	80 - 89	90 - 100
<b>Peer Review Influence Explanation (Daily Grade)</b>	<p>The student is unable to evaluate material or does so superficially. Inaccurate or non-existent evaluation of learning.</p> <p style="text-align: center;">OR</p> <p>Commentary is so general, it can provide no insight.</p>	<p>The student evaluates material inconsistently</p> <p style="text-align: center;">OR</p> <p>Identifies oversimplified conclusions with little specific reference to the story and mostly general commentary without rationale or supporting explanation behind it.</p>	<p>The student evaluates material competently. Draws some general conclusions, and shows a basic understanding of learning objectives through use of specific references to the sections of the story and meaningful, relevant commentary about the most meaningful decisions made related to peer review, providing valuable perspectives for on the impact of peer review suggestions on the final story. These decisions could be choices made to follow OR not follow peer advice and why those choices were made.</p>	<p>The student evaluates material with insight. Draws detailed conclusions and shows extensive understanding of learning objectives through use of <b><u>specific references to the sections of the story and meaningful, relevant commentary about the most meaningful decisions</u></b> made related to peer review, providing valuable perspectives for on the impact of peer review suggestions on the final story. <b>These decisions could be choices made to follow OR NOT follow peer advice and why those choices were made.</b></p>

CATEGORY	0 - 69	70 - 79	80 - 89	90 - 100
<b>Formatting (Daily Grade)</b>	<p>Student doesn't turn in a draft or deviates so substantially from the Submission Instructions that the revision cannot be evaluated.</p>	<p>May deviate substantially from the Submission Instructions . The deviation interferes with the reader's ability to process the story efficiently.</p>	<p>Formatting may deviate from the Submission Instructions. None of the deviation in formatting causes any delay in reading and interpreting the story.</p>	<p>Revised draft formatted precisely according to Submission Instructions.</p>