**BINUS Serpong High School Essay & Short Story Writing Contest**

**Judges’ Spreadsheet - High School Short Story**

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| **Participant Number** | **Story Title** | **Score (out of 20)** | **Comments** |
| G11-001 | Clean Floors and Muddy Footprints | 18 | Thoughtfully written, especially during the first sections. Effectively uses structure to immediately hook the audience and create a ‘voice’ and character. A simple idea which is developed and (mostly) sustained. Thoughtfully executed. |
| G11-002 | The Window | 16 | During the initial parts of this story, there is noticeably effective use of focus and contrast (‘inner’ versus ‘outer’ point of view). Also, there is a convincing sense of character and voice with clearly structured development with fluent English. This story was well-written but does not sustain effects throughout, particularly for the resolution, which feel rushed and somewhat cliched. |
| G11-003 | The Pandemic but Multiverse | 12 | Very ‘linear’ and chronological structure. Somewhat confusing in parts, lacking context. I feel that this story’s ambition is, to an extent, greater than the execution. Pacing is quite rapid which does convey a sense of emergency and excitement; in less clear passages this causes more confusion. I feel that there are several deliberate attempts to create specific, thoughtful effects, but this story would benefit greatly from re-drafting and editing to gain the full value from the writer’s ideas. |
| G11-004 | Four Stories Above | 14 | This is a simple idea using internal conflict as a way to drive the narrative. The ‘hook’ at the beginning creates an appropriately dramatic, surprising effect; however, there is an erratic shifting of focus throughout which causes confusion (tone and mood, especially). An attempt to tell a story in a mature, credible way is highly evident. The use of language is deliberately considered. Much like the ‘Pandemic But Multiverse’ narrative, this would benefit greatly from a complete re-draft to make the best value from some smart ideas. |
| G11-005 | The Sun above the Gray Cloud | 14 | The first half of this story is quite effectively structured with a genuine sense of character and development. Unfortunately this is not sustained and the narrative becomes somewhat rushed and cliched by the resolution. This is not helped by a lack of information regarding ‘motivation’. However, the standard of the English is clearly high and there are evident, deliberate attempts to convey tone and voice through this. |

**BINUS SCHOOL, Serpong - Interschool Story Writing Competition – Rubric**

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| Key Traits | 1 | 2 | 3 | 4 |
| IDEAS | **• The opening lines do**  **not present the story's main conflict or characters.**  **• Details and examples are irrelevant or are missing.**  **• The writer does not use dialogue.** | **• The opening lines**  **vaguely present the story's main conflict or characters.**  **• More details and examples are needed.**  **• The writer occasionally uses dialogue.** | **• The opening lines**  **present the story's main conflict and characters.**  **• Most details are relevant in revealing the setting and characters.**  **• The writer often uses dialogue to show the characters' personalities.** | **• The opening lines vividly**  **present the story's main conflict and characters.**  **• Significant, descriptive details reveal the setting and characters.**  **• The writer uses strong dialogue to show the characters' personalities.** |
| ORGANISATION | **• The writer does not set**  **up what the story is about.**  **• The story begins and ends in a confusing way.** | **• The writer hints at the**  **characters, setting, or action.**  **• The ending does not bring the conflict to a satisfying conclusion.**  **• The sequence of events is sometimes confusing.**  **• The story has a beginning, middle, and end, but the action is hard to follow.** | **• The writer vaguely**  **presents the characters, setting, or action.**  **• The ending resolves the conflict.**  **• The sequence of events is mostly clear.**  **• The story has a beginning, middle, and end, but the action is not always easy to follow.** | **• The writer sets the scene**  **by introducing the characters, setting, or**  **action in a memorable way.**  **• The ending resolves the conflict satisfactorily.**  **• The sequence of events is clear and engaging.**  **• The story has a clear beginning, middle, and ending.** |
| VOICE | **• The voice lacks individuality.**  **• The point of view is inconsistent and confusing.** | **• The tone and voice are not clearly individual and not always appropriate.**  **• The point of view is occasionally inconsistent.** | **• The tone and voice are individual and acceptable.**  **• The point of view is consistent.** | **• The tone and voice are strongly individual and**  **appropriate for the story.**  **• The point of view is highly consistent.** |
| WORD CHOICE  &  SENTENCE FLUENCY | **• Lack of sensory**  **language limits the picture of the setting, characters, and conflict.**  **• Repetitive sentence structures and lack of**  **dialogue make the writing difficult to follow.** | **• A little more sensory**  **language is needed.**  **• Some sentences have a variety of**  **structures.**  **• Use of fragments and run-on sentences in dialogue is not always thoughtful.** | **• Sensory language is**  **adequate to describe the setting, characters, and conflict.**  **• Sentences mostly have a variety of structures.**  **• Use of fragments and run-on sentences in dialogue is thoughtful.** | **• Thoughtful use of sensory**  **language helps create memorable pictures of the setting, characters, and conflict.**  **• Sentences have a pleasing variety of structures.**  **• Use of fragments and run- on sentences in dialogue is deliberate and thoughtful.** |
| CONVENTIONS | **• Common words are**  **misspelled and almost all punctuation is missing or incorrect.**  **• Grammar and usage mistakes are frequent and distort meaning.**  **• Paragraphing is missing.** | **• Spelling, capitalisation, and punctuation are sometimes incorrect.**  **• Grammar and usage errors distract from meaning.**  **• Paragraphing is irregular or too frequent.** | **• Spelling, capitalisation,**  **and punctuation are sometimes incorrect.**  **• Grammar and usage do not distort meaning but are not always correct.**  **• Paragraphing is attempted but is not always sound.** | **• Spelling, capitalisation,**  **and punctuation are correct.**  **• Grammar and usage are correct.**  **• Paragraphing tends to be correct.** |