

## SCENARIO WRITING EVALUATION – SCORESHEET CRITERIA

### Creative Thinking

- 9-10** Exemplary: Innovative, ingenious, and novel ideas strongly portrayed with unusual/imaginative details providing a unique and powerful experience for the reader
- 7-8** Strong: Evidence of inventive thinking with original/unusual details noticeable throughout the writing; may include a unique or unusual ending, setting, or conflict
- 5-6** Proficient: Evidence of creative thinking; goes beyond the norm but creativity not sustained throughout the writing or integrated successfully into story; relevant novel ideas present but may be unclear or unfocused
- 3-4** Developing: Evidence of more traditional ideas rather than inventive ideas; predictable storyline; creative ideas do not support plot
- 1-2** Beginning: Little to no integration of creative thinking; ideas are disjointed/unfocused not supporting plot; typical and predictable perspectives or outcomes evident

### Futuristic Thinking

- 9-10** Exemplary: Clear understanding of patterns/trends and how they might evolve; specialized terms/language used and related to the topic and storyline; strong portrayal of futuristic trends and predictions to create an entire future scene
- 7-8** Strong: Relevant futuristic trends throughout the writing; futuristic ideas connected to the topic and storyline with effective use of specialized language
- 5-6** Proficient: Evidence of futuristic concepts evident but not sustained throughout the writing; reference to futuristic trends may be made but used randomly or not clearly connected to storyline
- 3-4** Developing: More conventional ideas rather than futuristic ideas evidenced throughout; few futuristic trends related to the topic; story does not portray the future
- 1-2** Beginning: Futuristic trends or projection into the future minimally developed, if at all; anachronisms or chronological inaccuracies occur in regard to the futuristic setting of story

### Idea Development

- 13-15** Exemplary: Complex ideas supported by rich, engaging, or pertinent details without being overwhelming; strong evidence of analysis/reflection/insight exploring different aspects of the topic; sophistication in organizational strategies obvious; story holds the reader's attention with significant details and in-depth understanding
- 10-12** Strong: Ideas developed in-depth and supported by elaborated details that work together to keep the scenario focused; related connections/reflections evident along with insight into topic; strong and natural transitions; logical and coherent organization
- 7-9** Proficient: Most ideas developed and supported by elaborated and relevant details; order easily followed, but transitions may be weak or formulaic; an understanding of plot development evident but narrow focus on topic; logical organization exists but may have some lapses and/or lack of coherence
- 4-6** Developing: Ideas expressed generally unelaborated with repetitious details; organization appears random or disjointed with little relationship to topic; some unrelated/illogical ideas; plot development ineffective with hints at a storyline which is not developed
- 1-3** Beginning: Ideas minimally developed, lacking details; no storyline evident; storyline, if present, lacks logic or believability; main idea unclear or disjointed; writer seems unsure of the main idea or purpose and reader left confused

### Style/Voice

- 13-15** Exemplary: Clear, distinctive personal touch prevails; use of literary techniques makes the text lively/engaging; stylistic nuances and elements uniquely mastered; well crafted, varied sentence structure and skillful use of vocabulary to emotionally involve the reader; reader motivated to consider consequences
- 10-12** Strong: Suitable voice/tone consistent throughout; clear, personal touch prevails; elements of style uniquely mastered throughout; sentences vary in both structure and length; use of appropriately advanced vocabulary evident; reader feels the passion of the writer and drawn into storyline
- 7-9** Proficient: An appropriate voice present but not sustained throughout writing; 'elements of style' that give writing life and spirit evident; voice acceptable but not strongly energetic or individual; appropriate word choice used; effort made to vary sentences, but reader has difficulty staying involved
- 4-6** Developing: Some elements of personal style emerge in writing but not fully developed; weak attempt at incorporating literary techniques; some sentence variety evident but not consistent; voice inappropriate for audience or purpose at times; distant tone - too formulaic/informal or a list of facts
- 1-3** Beginning: No sense of who is telling the story; poor, inappropriate, or incorrect word choice evident; monotonous or repetitive sentences; little evidence of literary techniques or descriptions shown to liven the story; voice or tone not suited to the audience

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### Character Development

- 5 Authentic character(s) evident with a dynamic nature enhancing the overall impact and effectiveness of the writing; reader feels a total sense of involvement with the character(s) throughout the writing; character(s) evoke emotional response; writer provides insight, perspective, or empathy with character(s)
- 4 Strong sense of authentic character(s) exists; many dimensions of a personality evident, purposeful, and understandable; character(s) provides insight, shows perspective, or elicits empathy from the reader
- 3 A sense of character development including thoughts and feelings evidenced throughout the scenario; reader feels some connection to character(s); some personalities seem inconsistent; irrelevant details may be used
- 2 Identifiable character(s) present but needs further development; may be difficult for reader to make connection to character(s); character(s) stilted with no real purpose
- 1 No recognizable character(s); scenario more or less a report

### Mechanics

- 5 Exemplary: Clear control of grammar and punctuation; conventions used creatively to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/dialect/slang, etc. may be ‘played with’ to creatively portray character(s), etc.; careful proofreading evident
- 4 Strong: Few errors in conventions relative to length and complexity of the writing; good use of age appropriate conventions; editing evident
- 3 Proficient: Average number/type of errors exists for the age group but may make the story more difficult to follow; some errors may affect meaning; more editing needed
- 2 Developing: Grammar, punctuation, and/or spelling interfere with flow of story; more editing needed
- 1 Beginning: So many errors of convention that they interfere with the reader’s understanding and/or enjoyment of the story; errors are invasive and distracting for the reader; writing appears to be a draft instead of an edited, revised story

### Topic Related Research

- 5 Exemplary: Knowledge of topic artfully blended with the storyline; may include topic relevant research as well as topical research projected into future trends
- 4 Strong: Clear understanding of topic evident, connecting smoothly with the storyline; knowledge of the topic and terminology enhances the storyline
- 3 Proficient: Some knowledge evident, may not be consistent throughout; terms or facts may seem ‘forced’ or show little connection to storyline; uninteresting or inaccurate topic information present
- 2 Developing: Minimal knowledge of topic evident; few relevant terms may be present; some “facts” made-up or imagined
- 1 Beginning: Little to no knowledge of topic; many inaccurate terms or facts may be used; lack of appropriate topic knowledge may make the story confusing