

# EVALUATION GUIDELINES FOR SCENARIO WRITING TEAM 2018-19



## PURPOSE OF EVALUATION

The primary purpose of Scenario Writing Team evaluation is to provide coaches and students with feedback that allows them to develop and improve creative writing skills. Scenario Writing evaluation is authentic assessment of the scenario. Because all scenarios are unique, FPSPI employs a variety of strategies to review student work, using specific criteria to evaluate performance. Skill improvement remains the most important aspect of evaluation; however, since Scenario Writing also involves competition and competition scoring must be impartial, a secondary purpose of evaluation is to provide a fair, consistent, and reliable method for comparing Scenarios.

## ATTITUDE

It is essential that evaluators maintain a positive attitude throughout the evaluation process. The central purpose of Future Problem Solving Program International is to assist students in acquiring better thinking, communicating, and problem solving skills. Evaluation should always occur with these goals in mind. **Evaluators offer constructive feedback and make students want to improve their writing and problem solving skills.** Regardless of the quality of the student effort, effective feedback praises students for what they did well and encourages them to use their improved skills to tackle the next problem. **Negative feedback may discourage a writer and keep them from improving, defeating the purpose of the program.**

It is important for evaluators not to extend their personal expectations and skill level with that of the scenarios represented in an evaluation sample. Evaluators should not confuse the sophistication of the task with that of the students, but consider the age/division of the student and the level of competition (practice or competitive) in constructing positive feedback. Once an exceptional scenario is noted, it may be easy to expect the same quality from all scenarios. Evaluators should remember the completion of a Team Scenario is, by itself, a major accomplishment –possibly more demanding than anything else a student has done as part of their educational experience.

**The ability to consistently provide positive and constructive feedback is the goal to which all evaluators must aspire.**

## FEEDBACK

Feedback helps students understand the strengths and weaknesses of their scenarios and motivates them to improve their skills. Feedback is ***the most important aspect of the evaluation***. Feedback enables students to focus their learning process and allows the coach to adapt instruction to meet the needs of the writer.



Comments, both general in nature and specific to a single response, are provided on the score sheet.

Using a strategy devised by Edward de Bono (1974) improves the quality of feedback. Edward de Bono suggests that attention be given to the following four areas when responding to students: praise, clarification, criticism, and amplification.

**Praise:** Evaluator acknowledgements of effort, creativity, and major strengths

- Reinforces positive aspects of performance
- Establishes a good working relationship between the evaluator and writer
- Rewards the writer for facing a problem and developing a solution idea
- Reminds the writer, even if the score is not high, he/she did some things right and encourages him/her to improve

**Clarification:** Evaluator comments asking writers to clarify ideas

- Points out statements/passages that may be confusing or unclear and offers suggestions for improvement
- Encourages writers to improve the clarity and elaboration of their work
- Promotes the development of effective communication skills

**Criticism (Ideas for Improvement):** Evaluator suggestions for areas needing improvement

- Helps writers build their skills with specific, constructive comments
- Gives writers examples of ways to use their ideas, research, or the problem solving process more effectively
- Encourages writers to learn from their work to become better problem solvers

**Amplification:** Evaluator comments that help writers expand their ideas, push their thinking even further, and improve the quality of their problem solving

- Points out gaps in information or logic
- Helps improve their planning for a scenario, individually and as a team
- Identifies other ideas that might be considered
- Prompts students to consider the possible consequences of their ideas
- Lists positive, constructive ideas for improvement

See *Strategies for Effective Feedback* to review these concepts and view examples and ideas for feedback.

## PREPARATION



**Knowledge is Necessary!** Before evaluating scenarios, evaluators should have knowledge of the topics. The students put tremendous effort into their work and deserve reviewed by conscientious evaluators. Writers can really lose respect for evaluators, and the problem solving process - no matter how valid the feedback is - if a basic understanding of the material is not obvious. Reading the articles from the *Suggested Readings* provided for the IC topic, is a necessary minimum to gain topic awareness for evaluation. Reading, discussing, or contemplating the ideas presented in the Future Scene and in the topic evaluation notes help bring a high level of consistency to FPSPI evaluation. These can be accessed at <http://www.fpspi.org/current-topics/>

## SCORE SHEET COMPONENTS

**Identification** – An evaluator fills in/or verifies the identification portion at the top of the score sheet before evaluating.

**Feedback** – Space is provided on the score sheet for feedback.

**Scoring** – An evaluator uses the descriptors on the score sheet for each criterion to determine the numerical score.

Refer to a copy of the score sheet as you review these guidelines.

Scoring of team scenarios is conducted differently from the scoring of individual scenarios. Students within a team (typically three or four writers per team) are not in competition against each other, but rather against other teams. Team scenario writings, within the collective product of the team's writing, are evaluated individually – each writer provided with separate evaluations, unique to their contribution. Therefore unlike individual scenario evaluations, there is no need to break ties or apply a term of quality. Winning teams in each division are identified based on the highest average "Team Score" determined by individual scores for all team members (total of all scores on a team, divided by the # of team members). The top individual writer in each division is identified by his/her combined three evaluations to receive the "Best Writer" award.

## SUGGESTED APPROACH TO SCORING

To get an idea of the quality of writing before you begin actual scoring, it is best practice to read each team's collaborative packet before the start of individual evaluations of each team member's work. Be sure to keep in mind that each student has only 2 hours to collaboratively plan with their teammates and write his/her portion of the overall story and individual scenario. During your preliminary review you might want to make notes regarding appropriate comments/feedback. Remember that team members are not in competition with each other, but rather were charged with developing a cohesive scenario written by a group of individual writers with different styles and approaches.

### REVIEW

- Read all of the scenarios in each team’s collaborative packet.
- Reread each individual scenario and score according to rubric.
- Provide feedback. (See *Strategies for Effective Feedback* included in this document.)

This is a suggested approach to scoring; however, experienced evaluators may have formed other successful methods. We encourage you to use the method that works best for you as long as each scenario is given the same careful consideration using the areas included on the rubric.

### USE OF THE RUBRIC

**It is very important that you use the rubric with each scenario you evaluate.** To correctly use the rubric, begin with the middle scores and determine if the scenario meets the explanation of that score. If it does, move up to the next highest score on the rubric, read that description, and determine if the scenario meets that explanation. (If it does not, go back down and assign the appropriate score.) If the scenario meets the higher descriptor, move to the next higher score and read that explanation. If that descriptor does not fit, assign the lower score. If the highest descriptor fits, you must assign that score. If the middle descriptor does not fit, the process is the same as you move in the opposite direction and keep moving down until the explanation fits your opinion of the scenario for that criterion. It is also important that you not let any other criterion influence your score for the criterion on which you are working. For example, if you find many mechanical errors and score a 1-2 for Mechanics, you must not let that influence the scoring of any other criterion score.



### REVIEW

- Use the rubric descriptors with each scenario.
- Begin with the middle score (3; 5-6; or 7-9).
  - If that criterion is met, move up to next higher score for consideration.
  - Repeat and assign highest score that fits the scenario.
- If criterion is not met, move down to the next lowest score.
  - Repeat and assign the score that best fits the scenario.
- Rate each criterion independent of the others.
- Where 3 choices exist within a criterion level, use the higher number to indicate the scenario approaches the next criterion level and use the lowest number to indicate the scenario is in the beginning stages of that level.
- *Scores of “1” for Creative Thinking and Futuristic Thinking will not be accepted for evaluation at the international level.*

## RUBRIC DESCRIPTORS

Although each criterion of the rubric is explained on the score sheet, please review these detailed descriptors before evaluating.

### **Creative Thinking**

Look for fluency, flexibility, originality, and elaboration when scoring creative thinking. Look for writings that use creative approaches in a variety of ways throughout the scenario to advance this score. There are many possible avenues by which writers can develop innovative approaches. Highest scores will be awarded for work that incorporates inventive approaches throughout the scenario, including but not limited to:



- Inventive thinking
- Unusual approaches to plot development, novel characteristics of objects or characters, “out of the box” thinking, etc.(Style/Voice, Topic Research)
- Unusual setting or characters (Character Development)
- Surprise or novel ending (Idea Development)
- Elaborated sensory details as well as details of reflections, emotions, or thoughts. (Character Development)

The main difference between *Exemplary* and *Strong* levels for Creative Thinking is that the *Strong* level does not always sustain the creative thinking whereas the *Exemplary* level will see evidence throughout the writing. At the *Proficient* level, some evidence of creative thinking will be present, but not sustained, or connections may be weak.

### **Futuristic Thinking**

Look for consistent futuristic thinking throughout the scenario – not just in one or two places where futuristic “gadgets” are described. Also ask these questions:

- Does the writer base ideas on current trends/research and make logical projections into the future? Distinguish between futuristic trends/research as opposed to topic related research.
- Are the ideas believable? (Idea Development)
- Are the futuristic ideas relevant to the story and/or the topic? (Topic Related Research)
- Has the writer projected specialized language – terminology unique to the topic or specialist in the field - into the future? (Style/Voice)

An innovative idea that is also futuristic is a blending of research, analogy, and creativity that predicts a possible future. By combining futuristic thinking, creativity, and research, a writer may justify and make his/her unique idea believable. This sophistication of thought will be awarded points in multiple criteria: Futuristic Thinking, Creative Thinking, Topic Related Research.

### **Idea Development**

Look for logical and intriguing ways in which the writer develops their scenario and draws in the reader. Details should serve the purpose of advancing the story, and move beyond a simply conventional story progression. Carefully consider the age/division of writers, as those in the Junior division specifically have more likely only been exposed to what an advanced reader would consider formulaic. Keep these things in mind when evaluating Idea Development:

- Strong, positive social/cultural aspects
- Logical connection to the topic
- Believable explanations
- Consequences/impact of the ideas on the situation posed
- Sophistication in organizational strategies
- Natural transitions
- Appropriate rising action/conflict, leading to the resolution/denouement.  
Note: resolution does not necessarily mean a solution
- Reflections/Insights into the consequence of characters' actions or challenges related to the topic or plot, inviting the reader to make connections and consider the points being made



Note the differences between the *Strong* and *Exemplary* levels. “In-depth” at the *Strong* level signifies understanding in great detail and the ability to share the key details the reader needs to understand. “Complex” at the *Exemplary* level goes one step further. Instead of just showing a comprehensive awareness that focuses the reader, the writer is able to connect this information into complex ideas revealed by choosing key pertinent details that engage the reader and allows him/her to take the story to a new level of understanding

### **Style/Voice**

The tone of the scenario should entertain, inform, or persuade without being overly “haughty” or “chummy.” A writer’s anger should not seep through the scenario except as a reflection of a character’s thoughts and emotions. Scenarios should avoid overused adverbs and adjectives, should use colorful verbs, and include words that convey feeling. The writer should use an appropriate tone and voice acceptable to a wide range of readers. In addition, a mixture of some of the following elements of style should be evidenced throughout the scenario:

- Writing techniques including simile/metaphor, idioms, sensory detail, symbolism, understatement, exaggeration, personification, foreshadowing, allusion, etc.
- Well crafted, varied sentences
- Conscientious word choice, accounting for the writers age/division
- Personal touch motivating the reader to consider consequences
- Skillful use of vocabulary
- Effective inclusion of dialogue – between multiple characters or internal

### **Character Development**

Look for a central/main character(s) - animate or inanimate - developed throughout the scenario. Some more mature writers may include a second main character or a subordinate character that is also well developed. Save the scores of “1” for scenarios that narrate without developing characters through action. When evaluating a well-developed character(s), consider the following:

- Many facets of characters’ personalities are evident.
- Characters show emotional responses to situations and dialogue.
- Characters analyze, reflect, or show insight to ideas, issues, or concepts.
- Main character undergoes a change (however slight) as a result of the “rising action” of the story.
- Characters evoke emotional response in the reader.

### **Mechanics**

An evaluator must consider punctuation, capitalization, spelling, and grammar for this criterion. Advanced writers may:

- Express conventions creatively for a purpose or to enhance meaning or
- “play” with dialogue, dialect, or slang without detracting from story line.

### **Topic Related Research**

Good writers will artfully blend research about the topic or topic related futuristic trends into the story line. Look for relevant terminology as well as a logical knowledge about the topic projected into the future. Evaluators should have researched all topic options in advance of evaluation. If there are questions as to whether an aspect of a scenario is current, futuristic, or student created, the evaluator should consult provided research or additional sources.

### **Connection Among Team Scenarios**

The individual writings within the team packet should show a clear and logical connection in a creative manner. Writers demonstrate an understanding that their scenario is part of a larger work, though stand independently.

### **Relation to Future Scene Parameters**

The team’s scenario should be a logical outgrowth of the Future Scene and should fall within or very closely to the parameters of this Future Scene throughout. A clear connection of each student’s writing to the Future Scene should be obvious.

Read the Future Scene and Refer to the *Evaluation Notes for Topic*, Step 2 section where you will find the parameters for the Future Scene before you begin to evaluate. Scenario must stay within the parameters in the Future Scene – correct time, place, and topic, or if it deviates, should do so in such a way that is still a logical outgrowth of the Future Scene.

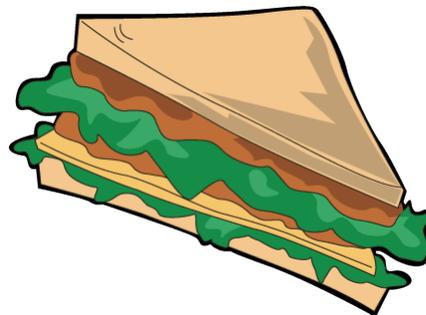
When assigning a relationship score, consider how the story adheres to all parameters or logical outgrowth of the Future Scene.

## STRATEGIES FOR EFFECTIVE FEEDBACK

Despite the quality of its content, feedback is useless unless it has a positive psychological impact on students and coaches. The following are strategies evaluators can use to make their point while keeping students proud of their effort and excited about future work.

### Feedback Sandwich

By starting and ending with positive comments, a slice of criticism is more easily swallowed when it is sandwiched between two thick slices of praise. The key to the technique is to provide *legitimate* praise. A comment such as, “Fun story to read!” does not relate to the specific effort. A comment such as, “How could your scenario provide more insight into the future?” relates to the rubric and gives students a jumping off point for improving their skills in upcoming scenarios. Remember, a positive start and finish motivates students for the next writing.



### Thoughtful Word Choice

Just as a student’s word choice impacts how effectively their efforts are communicated, your word choice impacts how well students will receive and respond to your feedback.

- Substitute “when” or “and” for the word “but.” Explain to a writer, “You have some terrific ideas *when* you relate them to the topic and your purpose.” This comment is far more positive than “You have some terrific ideas, *but* you don’t relate them to the topic.”
- Use a question to encourage a writer to rethink an idea. Asking “What in your scenario (or research) suggests this will happen?” puts the responsibility of explanation back on the writer and encourages thought on the writer’s part. Writing a comment telling students that their reasoning is faulty doesn’t help them improve and can be hurtful.

### Limit Criticism

People can only respond to a certain amount of criticism, even if it is in the form of a feedback sandwich. Consequently, writers who may need improvement in several areas may only be capable of digesting a few suggestions for improvement; therefore, evaluators should determine the areas that need the most improvement and focus feedback on those areas. If a student improves in one major area (for example, improving the clarity of their ideas), many of the smaller problems in the scenario may be eliminated as well.

### Score Sheet Descriptors

Identify the descriptors from each criterion that contributed to your score. This helps the writer to follow your train of thought in determining their score. Following the rubric improves consistency among evaluators and ensures the message students receive about their work, and how to improve it, clearly corresponds to their efforts.

### Proper Perspective

FPS scenarios easily convince evaluators that students are sophisticated and advanced thinkers; therefore, evaluators may have elevated expectations and be highly critical of weaker scenarios. Remember that even the weakest scenario required a great amount of thought, creativity, and effort to complete, and was done so by a student. Evaluator feedback must take into account the age/division of writers. A positive attitude from the evaluator encourages growth and development from students performing at all skill levels.

None of the suggested techniques for providing effective feedback should be misinterpreted as saying that you should set low expectations. In fact, the opposite is true. Scenario writers will continually amaze you with their breadth of knowledge, creativity, and insight. Furthermore, high expectations often produce better results. Evaluators should set their expectations high and remember that students with limited life experience and great potential for growth can write sophisticated FPS scenarios. Set your expectations realistically high, offer feedback in a positive manner, and encourage writers to reach their full potential.

## REMINDERS

### Consider the age of the writer.

FPS students may sound like they are in graduate school, but don't forget their youth. Although a similar amount of effort, thought, and time may have gone into both a junior and a senior scenario, a world of difference exists between the two finished products. Junior and some middle writers may not have yet developed their own personal style and may have had limited knowledge of how real people behave in complex situations. Junior writers also have a much more limited understanding of how economic, government, and educational institutions really operate. Even for senior writers, research alone may not replace the real world knowledge that they simply have not yet experienced. Understanding the students is a key to providing effective feedback.



### Leave out personal biases and beliefs.

FPS scenario writers come from a variety of religious, cultural, and political backgrounds. It is not your job as an evaluator to change a writer's perspective on life, convince them of a different viewpoint, or impose your beliefs on them. Your comments and scoring should reflect the clarity and effectiveness of their writing, regardless of your ideas on the subject. As scenario writers, they are encouraged to make their audience think about their purpose, not necessarily to persuade.



### Use the rubric.

Once again, please work the rubric as instructed in order to ensure more consistency among evaluators. Students and coaches can then better ascertain ways to improve in future writings.



Thank you for sharing your expertise  
in scenario evaluation!

## FPSPI Scenario Score Sheet

Evaluator ID: \_\_\_\_\_ Round: \_\_\_\_\_

Division: \_\_\_\_\_ Scenario ID: \_\_\_\_\_

Title: \_\_\_\_\_

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
<b>Creative Thinking</b>	<ul style="list-style-type: none"> <li>• Little to no integration of creative thinking</li> <li>• Creative ideas disjointed/unfocused</li> <li>• Perspectives/outcomes predictable throughout</li> </ul>	<ul style="list-style-type: none"> <li>• More traditional ideas rather than inventive</li> <li>• Creative ideas do not support plot</li> <li>• Predictable storyline</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of creative thinking going beyond the norm at times</li> <li>• Relevant novel ideas present but may be unclear or unfocused</li> <li>• Mostly predictable storyline with ‘sparks’ of uniqueness</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of inventive thinking</li> <li>• Original/unusual details noticeable</li> <li>• Unique or unusual ending, setting, conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Strong portrayal of innovative/ingenious/novel ideas throughout writing</li> <li>• Unusual/imaginative details</li> <li>• Unique/powerful experience for the reader</li> </ul>
	<b>1 2</b>	<b>3 4</b>	<b>5 6</b>	<b>7 8</b>	<b>9 10</b>
<b>Futuristic Thinking</b>	<ul style="list-style-type: none"> <li>• Little or no development of futuristic trends; no projection into the future</li> <li>• Inaccuracies evident in regard to futuristic setting</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of more conventional ideas rather than futuristic</li> <li>• Little evidence of futuristic trends related to the topic</li> <li>• Natural progression into the future not portrayed</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of futuristic concepts but not sustained throughout</li> <li>• Random reference to futuristic trends</li> <li>• Futuristic elements not clearly connected to storyline</li> </ul>	<ul style="list-style-type: none"> <li>• Relevant future trends integrated throughout the writing</li> <li>• Specialized terms/language noted</li> <li>• Futuristic ideas connected to topic and storyline</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding of patterns/ trends and how they might evolve</li> <li>• Specialized terms/language related to the topic and storyline</li> <li>• Strong portrayal of futuristic trends/predictions enhancing the story</li> </ul>
	<b>1 2</b>	<b>3 4</b>	<b>5 6</b>	<b>7 8</b>	<b>9 10</b>
<b>Idea Development</b>	<ul style="list-style-type: none"> <li>• Ideas minimally developed/lacking details</li> <li>• No storyline evident or if present, illogical or unbelievable</li> <li>• Main idea unclear or disjointed</li> <li>• Reader left confused</li> </ul>	<ul style="list-style-type: none"> <li>• Ideas generally unelaborated or repetitious details</li> <li>• Some unrelated/illogical ideas; lacks effective plot development; little relationship to the topic</li> <li>• Organization random or disjointed; hints at storyline but not developed</li> </ul>	<ul style="list-style-type: none"> <li>• Most ideas developed and supported by elaborated and relevant details</li> <li>• Understanding of plot development evident but narrow focus on topic</li> <li>• Order easily followed, but transitions weak/formulaic</li> <li>• Logical organization; some lapses or lack of coherence</li> </ul>	<ul style="list-style-type: none"> <li>• In-depth ideas supported by elaborated details</li> <li>• Related connections/reflections evident along with insight into topic</li> <li>• Strong transitions; logical and coherent organization</li> </ul>	<ul style="list-style-type: none"> <li>• Complex ideas supported by rich, engaging, pertinent details</li> <li>• Strong evidence of analysis, reflection, insight exploring different aspects of the topic</li> <li>• Sophistication in organizational strategies</li> <li>• Reader’s attention captured</li> </ul>
	<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10 11 12</b>	<b>13 14 15</b>
<b>Style/Voice</b>	<ul style="list-style-type: none"> <li>• No sense of who is telling the story</li> <li>• Little evidence of literary techniques or descriptions to liven story</li> <li>• Sentences monotonous/repetitive</li> <li>• Inappropriate or incorrect word choice</li> <li>• Voice not suited to the audience</li> </ul>	<ul style="list-style-type: none"> <li>• Distant voice; too formulaic/informal or a list of facts</li> <li>• Some elements of personal style, but not fully developed</li> <li>• Some sentence variety, but not consistent</li> <li>• Voice inappropriate for audience or purpose at times</li> </ul>	<ul style="list-style-type: none"> <li>• Acceptable voice but not strong or individual</li> <li>• Evidence of ‘elements of style’ that give writing life/spirit</li> <li>• Effort made to vary sentences, but not sustained</li> <li>• Appropriate word choice</li> <li>• Evidence of established voice, but not sustained throughout; difficult for reader to stay involved</li> </ul>	<ul style="list-style-type: none"> <li>• Suitable voice consistent throughout writing</li> <li>• Clear, personal touch; unique elements of style</li> <li>• Sentences vary in both structure and length</li> <li>• Appropriately advanced vocabulary</li> <li>• Writer’s passion obvious; reader drawn into storyline</li> </ul>	<ul style="list-style-type: none"> <li>• Clear, distinctive personal touch; use of literary techniques throughout writing makes text lively/engaging</li> <li>• Unique stylistic nuances and elements</li> <li>• Well crafted, varied sentence structure</li> <li>• Skillful use of vocabulary allowing reader to become emotionally involved</li> <li>• <u>Reader motivated to reflect on purpose and consequences</u></li> </ul>
	<b>1 2 3</b>	<b>4 5 6</b>	<b>7 8 9</b>	<b>10 11 12</b>	<b>13 14 15</b>

Word Count 1500 or less?  Yes  No

Relation to approved topic:  Yes  No

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
<b>Character Development</b>	<ul style="list-style-type: none"> <li>No recognizable character(s)</li> <li>More or less a report or essay</li> </ul>	<ul style="list-style-type: none"> <li>Identifiable character(s), but further development needed</li> <li>Difficult to make connection to character(s); character(s) stilted with no real purpose</li> </ul>	<ul style="list-style-type: none"> <li>A sense of character development including thoughts and feelings throughout the scenario</li> <li>Some connection to character(s) possible; inconsistent personalities often with irrelevant details</li> </ul>	<ul style="list-style-type: none"> <li>Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable</li> <li>Insight, perspective, <u>or</u> empathy with character(s) possible</li> <li>Sense of involvement with the character(s)</li> </ul>	<ul style="list-style-type: none"> <li>Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing</li> <li>Character(s) evoke emotional response</li> <li>Writer provides insight, perspective, <u>and</u> empathy with character(s)</li> <li>Sense of involvement with the character(s) throughout</li> </ul>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Mechanics</b>	<ul style="list-style-type: none"> <li>Many errors of grammar and punctuation</li> <li>Errors invasive and distracting</li> <li>More in draft form instead of edited and revised</li> </ul>	<ul style="list-style-type: none"> <li>Grammar, punctuation, and/or spelling interfere with flow of story</li> <li>Mechanical errors frequently interfere with understanding and/or enjoyment of story</li> <li>Editing necessary</li> </ul>	<ul style="list-style-type: none"> <li>Average number/type of errors for age group</li> <li>Lack of attention to mechanics makes story more difficult to follow or affects meaning</li> <li>Some editing necessary</li> </ul>	<ul style="list-style-type: none"> <li>Few errors in grammar and punctuation relative to length and complexity of the writing</li> <li>Good use of age-appropriate conventions</li> <li>Editing evident</li> </ul>	<ul style="list-style-type: none"> <li>Clear control of grammar and punctuation</li> <li>Creative use of conventions to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/dialect/slang, etc.</li> <li>Carefully edited</li> </ul>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Topic Related Research</b>	<ul style="list-style-type: none"> <li>Little to no knowledge of topic demonstrated; many inaccurate terms or facts used</li> <li>Lack of appropriate topic knowledge makes story confusing</li> </ul>	<ul style="list-style-type: none"> <li>Minimal knowledge of topic; few relevant terms present; made-up or imagined facts</li> <li>Topic information used not relevant to story</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of topic obvious but inconsistent; terms or facts forced</li> <li>Some uninteresting or inaccurate facts with little connection to story line</li> </ul>	<ul style="list-style-type: none"> <li>Clear understanding of the topic connecting smoothly with storyline</li> <li>Story enhanced by knowledge of the topic and topic terminology</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge of topic artfully blended with storyline</li> <li>Knowledge of topic as well as an understanding of topic's futuristic trends</li> </ul>
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

Comments:

<b>Totals:</b>	Creative Thinking _____	Character Development _____	Total Score: _____
	Futuristic Thinking _____	Mechanics _____	Rank: _____
	Idea Development _____	Research _____	
	Style/Voice _____		