

4.E: ASSESSMENT REFERENCE GUIDE

4.E.2: Story Writing – Assessment Rubric



	Unacceptable	Basic	Proficient	Distinguished
Story Idea	The idea for the story needs work. Message is unclear.	The idea for the story was good. Message fairly clear.	The idea for the story was very good. Message very clear.	The idea for the story was excellent. Message extremely clear.
Characters	Characters are vague—more effort required. Characters' suitability to the storyline is unclear. Difficult to identify main characters. Very little description.	Characters are interesting—good effort. Characters are suitable to storyline. Main characters are named, but not described well (through words and/or images).	Characters are very interesting—very good effort. Characters are very suitable to storyline. Main characters are named and clearly described (through words and/or images).	Characters are extremely interesting—excellent effort. Characters are extremely suitable to storyline. Main characters are named and very clearly described (through words and/or images).
Setting	The reader has trouble figuring out when and where the story took place. Very little use of descriptive detail.	The reader can figure out when and where the story took place, but the author didn't supply much detail.	Some vivid, descriptive words are used to describe when and where the story takes place.	Many vivid, descriptive words are used to tell when and where the story takes place.
Problem/Conflict	It is not clear what problem the main characters face.	It is fairly easy for the reader to understand the problem the main characters face, but it is not clear why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is very easy for the reader to understand the problem the main characters face and why it is a problem.
Creativity	There is little evidence of creativity in the story. The author does not seem to have used much imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.

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4.E.3: Character Creation Rubric – Assessment Rubric



	Unacceptable	Basic	Proficient	Distinguished
Character creation and development	Shows little or no evidence of character creation. Reader could not pick the character out of a crowd.	Describes certain characteristics about the character, but leaves the readers feeling a little vague.	Establishes a believable character that is knowable and real, but some things are missing in the description.	Creates a believable and fully developed character. Reader feels like they know the character.
Character Attributes	Communication of character attributes is awkward and not fully developed.	Clearly describes at least two major character attributes (physical, mental, or emotional).	Clearly describes at least three major character attributes (physical, mental, or emotional).	Clearly portrays at least four or more major character attributes (physical, mental, or emotional), and maintains specific traits throughout.
Originality	Bases ideas on other's games or stories (does not give credit), but there is little or no evidence of original thinking.	Bases ideas on other's games or stories (giving them credit), but there is little evidence of original thinking.	Character shows some original thought. Characteristics and traits are creative and inventive. Descriptions show new insights and ideas.	Character shows a large amount of original thought. Characteristics and traits are creative and inventive.

4.E.4: Storyboard Rubric – Assessment Rubric

	Unacceptable	Basic	Proficient	Distinguished
Storyboard Required Elements	Storyboard not done or is incomplete. Not suitable even as general guide. Very little evidence if any of planning of the visuals.	Large omissions in scene planning. Some sketches with notes and other information. Effective planning of visuals.	Relatively complete with sketches for most scenes. Titles, notes, transitions and other information provided for all scenes. Good planning and organization of visuals.	Sketches for all scenes. Titles, detailed notes, transitions, special effects, sound all described. Shows excellent planning and organization of visual details.