

**Wisconsin Future Problem Solving**  
Affiliate of Future Problem Solving Program International

# Scenario Writing

**Basics for Coaches**  
**2019-2020**



**Entries due January 21, 2020**  
**Entry fee \$25**

## Wisconsin Future Problem Solving Scenario Writing Competition 2019-2020



### What is Scenario Writing?

Scenario writing is an individual competition in which students develop short stories of 1500 words or less and related to one of five topics for the year. The story has a single author, is set at least 20 years in the future, and is an imagined but logical outcome of actions or events taking place in the world today. It is a prediction of the future and is written as though the future were the present.

### Why Scenario Writing?

To prepare students for the challenges of the 21<sup>st</sup> century, the Future Problem Solving Program International teaches students to think critically, creatively, and futuristically in a variety of ways. One of the ways for students to think futuristically is to create images of what the future may be like. The Scenario Writing component of FPSPI strives to help students enlarge, enrich, and make more accurate those images of the future, while honing their creative writing skills. Scenario writing personalizes the ever-growing perspective a student has on the future. We look forward to your participation in the Scenario Writing component of the Future Problem Solving Program.

### Who can participate in Scenario Writing?

Students may participate in Scenario Writing in three divisions: Junior (grades 4-6 or the equivalent), Middle (grades 7-9), and Senior (grades 10-12). For students who participate in the Global Issues Problem Solving component of FPSPI, Scenario Writing can serve as an excellent complement to their work on any of the topics also used for scenarios. Scenario Writing is also an excellent offering for students who do not participate in other components of FPSPI; the creative writing involved may appeal to students who are not drawn to the team orientation of the other components. Scenario Writing can be used as a stand-alone activity by an FPS coach, an English teacher, a parent, or any instructor with students who are interested in creative writing.

#### Scenario Topics 2019-20

- De-Extinction
- International Travel
- Sleep Patterns
- Gamification
- Living in Poverty

### Do students need to know the creative problem solving process for scenarios?

The creative problem solving process is used in the Global Issues and Community Problem Solving components. Although knowing the process can help students to think about the future, it is not a prerequisite for scenario writing. However, the scenarios must relate to one of the topics, so students should do some background reading about the topic they select for their story.

### Excerpt from *Chameleon*

Senior Division, Topic: identity Theft, 2017  
2nd Place, Wisconsin FPS, 4th Place, Int'l FPS

Droplets of mist dance around my head, drifting down from the sullen sky onto the steely skyscrapers of Chicago. My feet kick at the slush on the sidewalk, the icy water soaking through the thin soles of my boots and sending chills running down my spine. I pull my woolen coat closer to my shivering body. Even in the balmy year of 2098, the Chicago winter is still something to be reckoned with. In the distance, I can see anonymous figures smoking; their cigarette butts glow like fireflies against the dark sky. And up above me, silhouetted against the fluorescent glow of a streetlamp, is the soulless face of a camera.

I know that they watch me. They see every move that I make, hear every sound that comes out of my mouth. I used to think about it. My information traveling at the speed of light to a processing center where it was sorted to find any seed of rebellion. It bothered me, the thought that nothing truly belonged to me, but my mind has grown desensitized to it.

A mechanical buzz emanates from the pocket of my jacket, dragging me out of my daze. "Today is December 18th, 2098," the monotonous voice of my personalized newsfeed recites. "For the first time all winter, snow is in the forecast. Please plan accordingly. In other news, the 15th anniversary of the Leader's coronation is fast approaching. Donations to his organization are always appreciated as a means of thanks for all that he has done. Should I deduct 5% from your paycheck this week?"

"No," I mumble quietly. My measly paycheck was too precious to spend on the frivolous causes espoused by the Leader on a daily basis. I can still remember how he came to power. From nothing, his rise was swift and unabashed, taking advantage of the deep socioeconomic rifts embedded in society to create a regime. He promised change. But by building his leadership on the needs of one group alone, his policies increased the divide between classes. Once the discontent from all spheres reached its climax, he formed a surveillance state to maintain a fragile sense of order. It's best not to talk.

## How can I get started with my students?

The best way to become acquainted with scenarios is for you and your students to read many of them. See the Scenario Writing Essential Publications page for more information.

## How much help should I give?

The student's writing must be original. As coach, you may read the student's work, ask questions that occur to you as a reader, and make general suggestions for improvement. Authors must receive adult help to correct spelling, grammar, and punctuation errors. See the Tips for Coaches pages for more information.

## How are scenarios evaluated?

Scenarios are read and scored by experienced evaluators who consider these elements: creative thinking, futuristic thinking, idea development, style/voice, character development, mechanics/structure, and topic related research. See the Scenario Evaluation page for more info.

## How do I enter student work for Scenario Writing?

Follow the requirements for submitting entries as outlined in this document. Entry forms can be found at [wisfps.org](http://wisfps.org). Click on Registration & Fees.

## When are scenario entries due?

In Wisconsin, Scenario Writing entries are due in late January. Evaluation takes place in February, and results are announced in late February or early March.

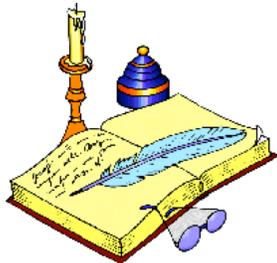
## What are the levels of competition?

Wisconsin selects three winning scenarios in each division. The writers of these winning stories will be invited to attend the opening activities on Thursday evening at State Bowl, where they will read the scenarios at a division session. The stories will be published in an anthology. All writers who score well in the first round of evaluation will be invited to participate in the Scenario Writing Team Competition at State Bowl. First and second place scenarios are entered into the International level competition. All Wisconsin first-place winners and all International winners are eligible to compete in the Scenario Writing Team Competition at the International Conference in June.

# Scenario Writing Requirements 2019-2020

Please distribute to students who are preparing scenarios for competition.

## STORY CONTENT

<b>At least 20 years in the future</b>	A scenario is a story that might take place as a logical outgrowth of actions or events that took place earlier. It is a prediction of the future and must be written <i>as though the future were the present</i> . Futuristic concepts and trends are incorporated into the scenario, but a specific date is not required.
<b>Develop a character</b>	We should really get to know at least one character – thoughts, feelings, actions. One or two main characters are enough, with perhaps one or two additional minor characters at most. There is not enough length to develop multiple characters.
<b>Related to one of the FPSPI topics</b>	<div style="display: flex; align-items: center;">  <p>The scenario must have a recognizable relationship to one of the topics for the year. You can find descriptors for the topics in this document. It should be obvious which topic you are using when reading the story. <i>Readings, Research, and Resources</i> has chapters with an overview and article summaries on the topics. These can be purchased at <a href="http://fspimart.org">fspimart.org</a>.</p> </div>

## DOCUMENT DETAILS – Coaches check all before submitting!

<b>Max of 1500 words</b>	Use a computer count of words. The title is not included in the count.
<b>Title on first page</b>	Center the title on the first page of your story. Use bold 14-point font. No author’s name, school, or affiliate may appear in the story document.
<b>Double-spaced; 1” margins</b>	Double-check this! Use double spacing, not space-and-a-half! Tab to indent paragraphs but do not put extra space between them unless to show the passing of time. Use 1-inch margins, not 1.25 inches.
<b>12 point font</b>	The font <b>MUST</b> be 12-point and easily readable. Use Arial, Cambria, Calibri, Times, or Times New Roman. <b>DO NOT</b> use script fonts or all caps.
<b>Adult proofing</b>	An adult <b>MUST</b> proofread your work and assist you to correct errors in spelling, punctuation, and grammar. The adult should not change your word choices. (See Guidelines for Adult Proofreaders for details on proofreading.)

## ENTRY SUBMISSION – All must be submitted by the COACH. Label correctly!

Document	Format	Label document	Submit
Scenario Story	Microsoft WORD only	Junior Smith Story Middle Jones Story Senior Anderson Story	By e-mail to <a href="mailto:martha.wisfps@gmail.com">martha.wisfps@gmail.com</a>  Do NOT send files with Google Docs.
Scenario Entry Form	Microsoft WORD only	Junior Smith Entry Middle Jones Entry Senior Anderson Entry	
Publication Release	PDF scanned & e-mailed	Single student or batch from coach: Junior Smith Release (stud) Junior Coach Bauer Releases (coach)	
Fees	\$25 per scenario. Check or cash mailed, PO’s mailed or e-mailed		If mail, by postmark date: Wisconsin FPS 3318 Conservancy Lane Middleton, WI 53562

**All four parts of the entry must be e-mailed or postmarked by January 21, 2020**

# Scenario Writing Topics 2019-20

This document contains topic descriptors for the Scenario Writing competition. *Readings, Research, and Resources* (RRR) chapters for all topics can be purchased at [fspimart.org](http://fspimart.org). The information in parentheses denotes when the topic is used in the Global Issues Problem Solving component.

## **De-Extinction** (GIPS International Competition, June 2019)

From woolly mammoths and saber-tooth cats, to passenger pigeons and dodos, to a myriad of insects and invertebrates, many species have become extinct over time. New scientific advancements are leading to unprecedented uses of fossilized materials. Could these archaeological discoveries combined with scientific breakthroughs lead to the long awaited, long speculated, realization of de-extinction? De-extinction, also called resurrection biology, is the process of resurrecting species that have died out or gone extinct. De-extinction uses techniques such as cloning to revive an extinct species. It is a controversial proposition that has split scientists. Technology to revive extinct species is close to being perfected, but does this mean that it should actually be used? Where will these revived species be housed and what impact will they have on an already changed habitat? What are the ethical pros and cons of reintroducing extinct animals? What limits should be placed on the use of such technology? How might these restored species affect our current biosphere? How might living among de-extinct species affect humanity?



## **International Travel** (GIPS Practice Problem 1, 2019-20)

Most people dream of visiting new and exciting places to experience culture, cuisine, and local entertainment through travel. Transportation technology makes it easier and faster than ever before to get from one country to another although travel can be very expensive and time-consuming for many people. Heightened safety concerns often mean changing security requirements and government screening processes for crossing borders. Some experts believe that technology may begin to replace in-person travel. VR-AR-MR (Virtual Reality / Augmented Reality / Mixed Reality), are immediate, involving, engaging and immersive types of entertainment that can be accessed anywhere in the world. This could cause travel to boom if people, having used these technologies, want to experience the world “for real.” People may be increasingly comfortable in both worlds: the physical real world, and the digital world that is constructed instantly and repeatedly to fit what each person wants and chooses, using immediately responsive networks. How will the time, technology, and expense associated with travel impact the future of international travel and tourism?



### **Sleep Patterns** (GIPS Practice Problem 2, 2019-20)

Approximately one-third of our lives is spent sleeping. For nearly a century, scientists have been able to record brain activity and see the dynamic changes during sleep. Lack of sleep can affect brain function, especially memory, language, and emotional balance. Physical effects include fatigue, stress and health problems including heart disease and obesity. Today, technology on our wrists can measure sleep habits and movements. Globally, businesses developing sleep aids are witnessing



significant growth due to the rising incidence of sleep disorders. This has been exacerbated by the growing senior population. There is an increasing demand for sleeping pills due to stressful modern lifestyles and increasing numbers of initiatives by health organizations to increase awareness about sleep disorders. Sleep medications often have undesirable side effects and patents of major sleep drugs expire. Wakefulness aids, stimulants and prescription drugs such as coffee, energy drinks, benzodiazepines and even illegal drugs are gaining in popularity as a perceived solution to the need to perform effectively despite sleep deprivation. How might our over-scheduled lives and increased digital presence disrupt natural circadian and sleep patterns? Can the benefits of sleep be replicated? What new technologies might be available to help people monitor and adjust brain wave activity during sleep? Will scientists discover more about the genes that enable functionality with less sleep?

### **Gamification** (GIPS Qualifying Problem, 2019-20)

Gamification isn't just about leisure time digital or other games. Gamification applies the theories of game development that make games so alluring and creates sustained attention. Players and teams win points and rewards by completing designated tasks. *Minecraft*, for example, has been used by teachers for everything from computer science to social sciences to creative writing. Fitbit and tracking apps on the iWatch are increasingly popular and encourage competition – with yourself or with a group. Gamification helps users focus on tasks that might normally be boring, and the process might be applied to fields such as customer loyalty, education, health, recreation, job training, self-improvement, household chores, fundraising, and activism. Gamification is being used by corporations to make marketing interactive, but it's also being used to benefit individual health and well-being. Is there a relationship between gamification and tech addiction? How might gamification impact education and learning, inside and outside formal schools, or even in the workplace? What are some of the ethical implications, particularly around user privacy? What role will companies have in the creation of tech products to “hook” their users or the use of gamification as an educational tool? Can gamification enhance human interactions?



### **Living in Poverty** (GIPS Affiliate Bowl Problem, 2019-20)

Nearly half of the world's population (more than 3.5 billion people) live in poverty. Of those 3.5 billion people, 1.4 live in extreme poverty, surviving on less than US \$1.25 per day. Across the globe, many people struggle to have and sustain basic needs such as food, clean water, basic medical supplies, and adequate shelter. Some people are forced to leave their homes to travel to other places or countries to find menial work to send money home to support their families. Due to poverty, many people are unable to access education. Some adults deliberately suffer from malnutrition so that their children can have the food that is available. Children in severe poverty are often orphaned or they have been sent away because their parents cannot afford to care for them. Healthy food can be very difficult to come by for the poor due to lack of financial and monetary resources, meaning that they depend on cheap, unhealthy foods to sustain their lives. What can be done globally to assist those suffering from extreme poverty? How can we reverse this trend in order to decrease the adverse impact of poverty on future generations?



**Happy Writing!**



# Scenario Writing Essential Publications

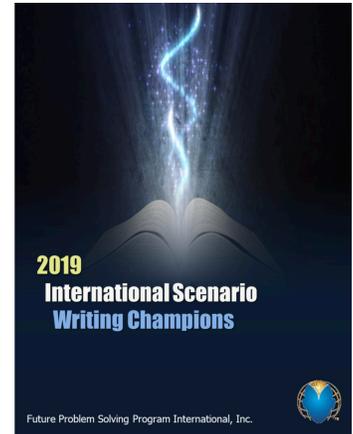
Important resources from the FPSPI Catalog. Check out these and more!  
(Available at [www.fpspimart.org](http://www.fpspimart.org))

## Int'l Scenario Writing Champions 2019

Includes award winning stories published each year:

- The top five scenarios from each division in the FPSPI International Scenario Writing Competition 2019
- The Junior, Middle, and Senior Scenario Writing Team champions from IC 2018
- Evaluator scores and comments

**\$30 electronic/\$35 printed book**

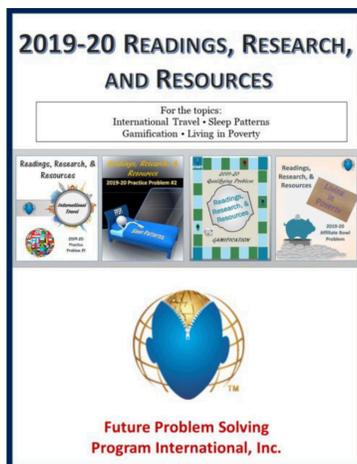


## Readings, Research, and Resources (RRR)

Provides essential background information on the topics for scenario writers:

- Terms and Definitions
  - Topic Overview
  - Questions for Discussion
  - Internet Resources
  - Article Summaries
- (Note: No chapter is provided for the International Competition topic.)

**\$60 electronic**

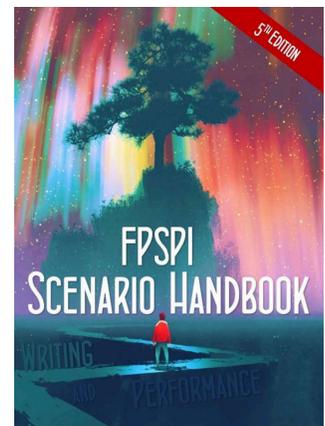


## NEW in 2018! FPSPI Scenario Writing Handbook

Designed to help teachers effectively guide students in Scenario Writing and Scenario Performance, this manual includes:

- Explanations of scenario development
- Classroom activities
- Award-winning student work

**\$40 electronic/\$45 printed book**



## Conceptual

Jana III sighed, hearing her home mum's scolding voice. Jana knew she didn't understand, though how could she? Mum didn't know what it was like to be a "Jana nanative," also called "Jana's clones." It was hard to be a twelve-year-old nanative in the year 2050. In her mum's time, nanative strings were three children at the most! Now, things are different.

## HumanBot 336

Her mind was blank. No thoughts, no dreams. A void of impenetrable blackness engulfed her, swallowing her whole. Until the touch of a button. Then she heard a ringing in her ears. Slowly, every sense returned to her. Thoughts and memories flooded in. Reactivation launched. Her eyes blinked open.

## A Private Affair

Sun glinted through the window, bathing Bill Menendez in warmth. Gradually, he rubbed the sleep from his eyes and shuffled out of bed, pulling on a worn corduroy robe before settling at his desk to start the day. The surface was cluttered, but within the mess, he could always find three things: wallet, keychain, and – most importantly – his Pocket Buddy X340 Pro, affectionately known to him, and the world at large, as the pBud.

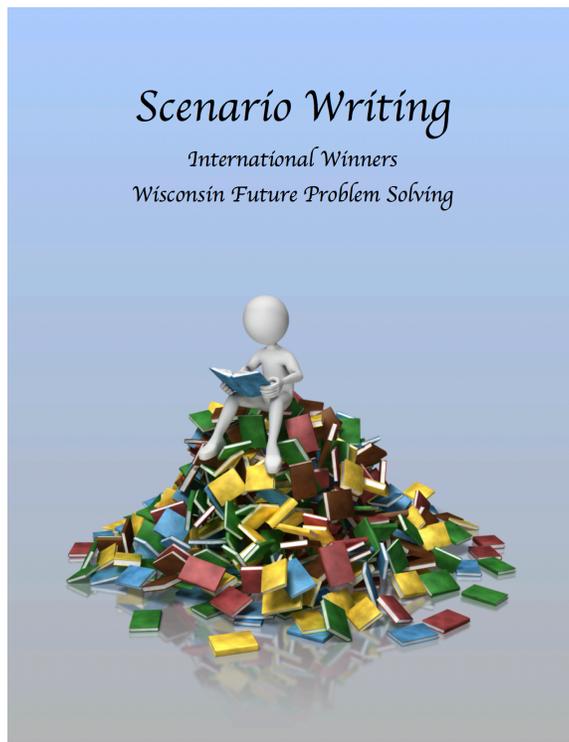
## The Petite Compete

The announcer's voice cut through the roar of the crowd. "The runners are rounding the corner . . . 100 meters left! Yoshiaki Kato is leading the pack! Now Pablo Escobar is advancing. He's pulled ahead of superstar Kato! Escobar wins the marathon!"

It was day one of the 2024 Ultra-Junior Olympics, and my adrenalin was rushing. I had never attended such an event, as it was my first year as a sports medicine physician. I proceeded to the medical tent to wait for the runners. Soon the medics delivered one who had fainted. His blood pressure was 80/40, about average for a four-year-old. After an IV for dehydration, he began to regain consciousness, muttering, "I want my mommy!"

## When Negative is Positive

I open my eyes in the waiting room of Gershire Genetics. Mama's mascara is blurred with her tears and anxiety, worry slowly strangling her sanity. Carrie, my younger sister, a girl of seven, is braiding her long, black hair. Carrie does that only when she is bored. Amid all these genetic tests required by the government, our lives are being dictated by scientific processes. I mean, why force people to take tests, if whenever they test positive, they can't afford the treatment or prevention anyhow?



**23 Wis FPS International Winners  
Electronic Book - \$20**

Order on the SALES page at

[www.wisfps.org](http://www.wisfps.org)

Check for other Scenario Writing  
materials at FPSPI Mart,

[www.fpspimart.org](http://www.fpspimart.org)

## Before It's Too Late

I gazed at the barren landscape outside my window. My eyes were swelling as tears began to fall. Confusing information flooded through my head, and absolutely nothing made sense to me. I tried to envision the sphere of solid rock that was once called Planet Earth, but nothing came to mind.

## The Most Intelligent Pace?

"A challenge," he thought, "it was just a challenge!" Neither of them had realized just what it was he was attempting, or just what it meant. If only they'd have known, he would never have tried it. He stopped a minute to get his head together, to think it through. When he was "drafted" into the Academy for the Education of Extra Sensory Perception at such a young age, he knew that he was more receptive than anyone else in the school. His ability to learn faster than the other kids and his early promotions proved this.

## Skittles for Calisto

Earth humans are dumber than space rocks. Earth humans are short, with piggy little eyes, stupid clothes, and they listen to horrible music. You may ask: why am I different from them? Well, because I'm a Martian. No, I am not an alien. I'm a human... a *real* human. The humans that never left that ugly blob they have the audacity to call *The Blue Planet* are so yesterday. Me? I'm an all-Martian girl. I'm a human of *today*.

## Tips for Scenario Coaches

### General

- A great place to start is to review the evaluation criteria with students; then read a number of past scenarios, discussing them in light of the criteria.
- When submitting for the competitive round, follow the Scenario Writing Requirements carefully (1,500 words, title on the first page of the scenario, double-spaced, correct fonts and margins, etc.).

**Topics:** Review each of the five topics with students.

- Which topic interests them the most?
- If available, review the future scenes to elicit ideas.
- Generate imagined futures for the topics.



**Research:** Students should read as much material on their chosen topic as they need to understand its various facets.

- The provided reading lists, readings students find in the library, or the appropriate chapters from the *Readings, Research and Resources* publication are useful materials for understanding the topic.
- As students read, have them take notes on facts, which may be useful in their writing, as well as impressions or ideas they get while reading the materials.

**Problem Solving Model:** If students are familiar with the 6-step problem solving model, encourage them to use a shortened version to help them clarify their thinking on the topic, as well as provide sources for a scenario theme.

- Scenario writing can be considered a “seventh step” in the FPS process.
- A suggested shortened version of the process includes 6-8 challenges for Step 1, an underlying problem for Step 2, and 6-8 solution ideas for Step 3.
- What outcomes and scenarios might result from using the problem solving model?

**Characterization:** Scenario writers should identify a central, identifiable, sustained character(s) -- animate or inanimate.

- 1-2 main characters are usually enough for a story of this length.
- Character development should take place throughout the events of the scenario.

**Futuristic Elements:** Scenarios should read as though the future is the present.

- A strong portrayal of futuristic trends and predictions should be evident.
- Lengthy explanations and descriptions of technology and social trends can interfere with the flow of the scenario that should be placed 20 years in the future.

**Post-Writing:** Provide opportunities for writers to participate in peer review to improve and discuss their writing.

(Tips for Scenario Coaches continued)

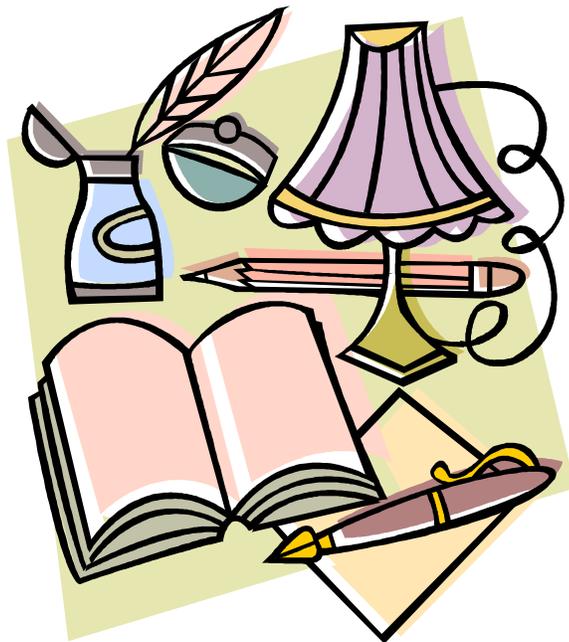
## Be an Active Scenario Coach!!

The student's work must be original. However, before submission each student's story should be read by an adult who will discuss the story with the student or provide written feedback. Use the evaluation criteria to guide your feedback.

**Feedback:** Legitimate assistance provides feedback and food for thought but does not make decisions for students about the writing.

- Point out strengths
  - (Good word choice here. Strong visual image. Etc.)
- Ask questions that occur to you as a reader
  - (Why did the spaceship land in the middle of the city? What happened to the rest of the travelers, who only showed up in the first paragraph? Etc.)
- Make general suggestions for improvement
  - (More visual description might give us a clearer image. You might want to let us know what she is thinking. More futuristic details might be good. Etc.)

**Author Decisions:** It should be up to the student author to determine what revisions to make in response to the questions and suggestions.



## Guidelines for Adult Proofreaders

Share this page with adult proofreaders.

All authors **MUST** have adult an adult proofreader who will work with them on correcting formatting, spelling, punctuation, and glaring grammar mistakes. This does not need to be the coach. The proofreader **SHOULD NOT CHANGE WORD CHOICES**. All corrections should be discussed with the author. The copy submitted should be as error free as possible.

Work with the student to check each of these items:

- The computer word count is a maximum of 1500 words. The title is not counted.
- The title is centered on the first page, **NOT** in the header. The title should be bold and 14-point font.
- A 12-point font is used for the story. The font used is Arial, Cambria, Calibri, Times, or Times New Roman. **NO** script or other unusual fonts should be used, except in small instances for a special effect.
- Margins are consistently 1 inch, **NOT** 1.25 inches, unless used for special effect.
- The text is set to double space, **NOT** space and a half. There are no extra blank lines between paragraphs, except to show the passing of time.
- All paragraphs, including dialogue, are indented. Tabs, **NOT** spacing, are used for indenting paragraphs. Other formatting is allowed for a few special effects in the story.
- Dialogue is punctuated correctly. The proofreader **MUST** be knowledgeable about punctuating dialogue. This can be challenging, especially for young students, but it must be done accurately.
- There are no mistakes in punctuation, spelling, and grammar.



## Tips for Scenario Authors

### General

- Creative ideas *and* good writing are both important in FPSPI scenario writing.
- When submitting for the competitive round, follow the instructions carefully (word count, typed, double-spaced, title on the first page of the scenario, etc.). See Scenario Writing Requirements for more information.



### Pre-Writing

- Read and gather information in *Readings, Research and Resources; Omni; Futurist; Discover*, etc.
- Use creative problem solving generating tools to come up with a title that captures the essence of your scenario.
- Write an outline and rough draft of your scenario.
- Use key words or phrases to indicate the selected topic and the time period in which your scenario is set.

### Technique

- A narrative, dialogue, diary, journal, and letter are among appropriate formats for writing a scenario.
- Conflict, adventure, suspense, humor (satire, parody) can be used in the development of the scenario.
- Use first or third person.
- Incorporate dialogue, if it is appropriate to do so.
- To give background information, “bits and scratches” in dialogue and/or thoughts in a sentence or two work best. Blocks of flashback may be too long for 1,500 words.
- Show, don’t tell!
  - Telling: He got out of bed and sat at his desk to start the day.
  - Showing: Gradually, he rubbed the sleep from his eyes and shuffled out of bed, pulling on a worn corduroy robe before settling at his desk to start the day.

### Character(s)

- Use a minimum number of characters, animate or inanimate (usually 1–2 protagonists).
- Introduce main character(s) as soon as possible.
- Place the lead character directly into the situation developed in the scenario.
- Demonstrate how things have changed and how the main character is affected.
- If conflict is a central part of the story, lead to the point where the character(s) has a chance to “win, lose or draw.” This sets up a moment of suspense.

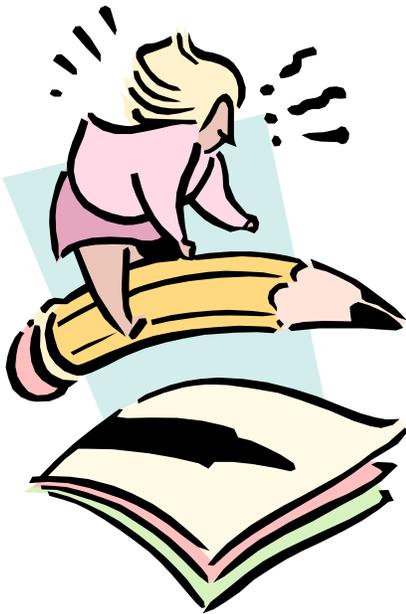
(Tips for Scenario Authors continued)

### **Creative and Futuristic Thinking**

- Incorporate creativity into your writing – use inventive, innovative, original, resourceful ideas.
- Incorporate futuristic thinking into your writing – portray futuristic information and trends. (It is fun to explain how inventions affect our future lives, but don't "overgadgetize.")

### **Idea Development**

- Involve the audience (readers) immediately in the introductory paragraph.
- Develop the idea of the scenario to point out positive social and cultural aspects or the consequences of doing without them.
- Form the climax as a logical outgrowth of the story line or character development.
- Provide a resolution to any conflict developed in the scenario.
- Provide a conclusion. Be sure to end; don't just stop without giving the reader something think about.



### **Style/Voice**

- Demonstrate a consistent voice/tone throughout the scenario.
- Exhibit the author's personal touch through vivid, colorful description that gives the writing life and spirit.
- Vary the sentence structure and use interesting vocabulary.
- Be aware of your audience. Involve readers by writing to elicit an emotional response from them.

### **Mechanics/Structure**

- Use appropriate grammar, effective sentence structure, and conventions to enhance meaning.
- Use effective organizational strategies and appropriate transitional elements.

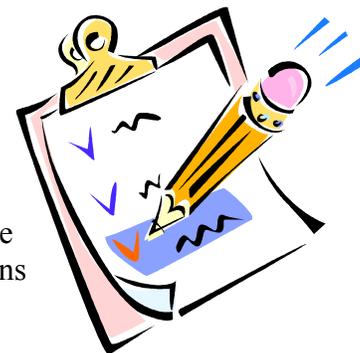
### **Post-Writing**

- Edit, edit, edit! Do NOT submit a first draft.
- Read for revisions: Is the scenario whole, unified, coherent? Are paragraphs/sections clear, unified, coherent?
- Your coach should give you feedback for improvement based on the evaluation criteria.
- You MUST have an adult proofread your work before submission.

# Scenario Writing Evaluation Criteria

## **Creative Thinking**

Exemplary stories will have a strong portrayal of innovative/ingenious/novel ideas with unusual/ imaginative details that provide a unique/powerful experience for the reader (Scored 1-10)



## **Futuristic Thinking**

Exemplary stories will show an understanding of patterns/trends and how they might evolve; will use/develop specialized terms/language related to the topic and storyline; will show a strong portrayal of futuristic trends/predictions that enhance the story (Scored 1-10)

## **Idea Development**

Exemplary stories will include complex ideas supported by rich/engaging/pertinent details; will show strong evidence of analysis, reflection, and insight exploring different aspects of the topic; will show obvious sophistication in organizational strategies; will hold the readers attention with significant details (Scored 1-15)

## **Style/Voice**

In exemplary stories, the use of literary techniques makes the text lively/engaging; a clear, distinctive personal touch prevails; stylistic nuances and elements are uniquely mastered; well crafted, varied sentence structure is used; skillful use of vocabulary allows the reader to become emotionally involved (Scored 1-15)

## **Character Development**

Exemplary stories will have authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing; characters will evoke an emotional response; the writer will provide insight, perspective, and empathy with the character(s) and a sense of involvement with them (Scored 1-5)

## **Mechanics/Structure**

Exemplary stories will show clear control of grammar and punctuation; creative use of conventions may be used to enhance meaning; license with some conventions may be taken intentionally to make a point; dialogue/dialect/slang, etc. may be ‘played with’ to creatively portray character(s); the story will be carefully edited (Scored 1-5)

## **Topic Related Research**

In exemplary stories, knowledge of the topic is evident and is artfully blended with the story line; an understanding of the topic’s futuristic trends is evident (Scored 1-5)

