BEST PRACTICES FOR SCENARIO WRITING EVALUATION

USE WITH EVALUATION GUIDELINES
ADOPTED JUNE 2023

Futurization plays a significant role in our lives. Future Problem Solving strives to help students enlarge, enrich, and make their images of the future more accurate. At the same time, if our future images differ from our present realities, there is a need for change and growth to attain the desired future. FPS assists students in developing their future images, and scenario writing also shares the goal of personalizing a student's ever-growing perspective of the future.

For the evaluation of scenarios, evaluators use the descriptions provided on the score sheet or from the official Evaluation Guidelines. These Best Practices expand on these concepts with additional explanations and feedback strategies. The information and examples contained within this document are designed to supplement the score sheet and Guidelines. All the information included within the Evaluation Guidelines is included in this document.

EVALUATION FUNDAMENTALS

PHILOSOPHY OF EVALUATION

The primary purpose of Scenario Writing evaluation is to provide feedback that promotes developing and improving creative writing skills. Scenario Writing evaluation is performance-based and designed to provide an authentic assessment of the scenario. Because all scenarios are unique, FPSPI employs various strategies to review student work, using specific criteria to evaluate performance. Skill improvement is the most critical aspect of evaluation; however since Scenario Writing also involves competition, a secondary purpose of evaluation is to provide a fair, consistent, and reliable method for comparing scenarios. Scenario winners are those that exhibit the best creative writing skills in response to the selected FPS topic.

In FPS, points are awarded for student work submitted. We encourage students to submit information even if it is incomplete or the writer's language and writing skills are still being developed.

EVALUATOR CHARACTERISTICS

Proper Perspective
FPS participants can easily convince evaluators that they are sophisticated and advanced thinkers; therefore, evaluators may have elevated expectations and be highly critical of weaker scenarios. It is essential that evaluators maintain a positive attitude throughout the evaluation process. Students' work will delight, sometimes frustrate, and ultimately reward the evaluator.
- Remember that even the weakest scenario required a great amount of thought, creativity, and effort. It is possibly more demanding than anything else the students have completed as part of their educational experience.

- 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.
- The central purpose of FPSPI is to assist students in acquiring better thinking, communication, and problem solving skills. Evaluation is always done with this thought in mind.
- Evaluators should offer feedback in a positive manner making students want to improve.

Preparation

The students deserve to have their work reviewed by conscientious evaluators, who have a reasonable understanding of the concepts involved in the topics.

- If a basic understanding of the topic is not present, evaluations lose credibility.
- Review the research materials provided by the evaluation coordinator at minimum to gain topic awareness before evaluating.
- Consider topic resources and any other guidance the Evaluation Coordinator provides before beginning evaluations.

Consistency

No matter the level of competition, the rules should be applied consistently. For example, effective Mechanics do not change. The topic and quality of student work varies, not the application of the rules. It is essential to follow the specific instructions from the Evaluation Coordinator for each round of competition.

Consider the age/skill 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 a junior and a senior scenario, a world of difference exists between the two finished products. Younger and less experienced writers may have yet to develop their own 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 they simply have not yet experienced.

Some scenario writers may not have English as their first language. Other scenarios may even have been translated into English without their author's input. Beyond the Mechanics section of the rubric, it is important to focus on the story, its characters, events, etc.

Leave out personal biases and beliefs

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

SCORING PROCESS

Throughout the evaluation process, evaluators use the descriptors on the score sheet to determine numerical scores. Many of these descriptors are contained within rubrics.

Using a Rubric: To use a rubric correctly, begin with the middle scores and determine if the work meets the explanation of that score.

    a. If it does, move up to the next highest score on the rubric, read the description, and determine if the work meets that explanation. If the work meets the higher descriptor, move to the next higher score and read that explanation. If that descriptor does not fit, assign the lower score.

    b. If it does not, go back down and assign the appropriate score.

    c. If the middle descriptor does <u>not</u> 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 work.

    NOTES:
- The rubrics are used to access student work.
- You must assign the score of the highest matching descriptor.

FEEDBACK

Feedback is the most important aspect of the evaluation and is given for each scenario. Feedback helps students understand the strengths and weaknesses of their booklet and motivates them to improve their skills. Feedback enables students to focus their learning process and allows the coach to adapt instruction to meet the needs of the students.

When providing feedback, it is important to utilize appropriate strategies, both to communicate information and encourage improvement. FPSPI promotes using several feedback strategies as supported by the research of Edward de Bono (1974).

Praise: Evaluator acknowledgments of effort, creativity, and major strengths
- Reinforces positive aspects of student work
- Reminds the students, even if the score is not high, they did some things right and encourages them to improve
- Establishes a good working relationship between the evaluator and the students

Clarification: Evaluator comments asking students to clarify ideas
- Points out statements that may be confusing or unclear and proposes alternate language
- Promotes the development of effective communication skills

Criticism (Ideas for Improvement): Evaluator suggestions for areas needing improvement
- Helps students build skills through specific, constructive comments
- Gives students examples of ways to use their ideas, research, or the problem solving process more effectively
- Encourages teams/individuals to learn from their work to become better problem solvers

Amplification: Evaluator encouragement for students to expand ideas, push thinking further, and improve the quality of their problem solving
- Points out gaps in information or logic
- Identifies other ideas that might have been considered
- Prompts students to consider the possible consequences of their ideas

Feedback must be given in a manner that positively impacts students and coaches. Regardless of the quality of the student work, effective feedback praises students for what they did well and encourages them to use their improved skills for their next scenario. Negative feedback may discourage students and keep them from participating, defeating the purpose of the program. The following are strategies for evaluators to make their point while keeping students proud of their effort and excited about future work.

Feedback Sandwich

Start and end with positive comments. Criticism is better received when it is surrounded by praise.

- The key to the technique is to provide *legitimate* praise. "Fun Scenario to read! Show how your ideas relate to the topic. You're off to a great start!". When these two comments are combined, there is clear praise of students' efforts and an indication of how to improve.
- Remember, a positive start and finish motivates students for their next submission.

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 students, "You have some terrific ideas *when* you relate them to the topic and your main character." 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 students to rethink an idea. Asking, "What in your research suggests this will happen?" puts the responsibility of explanation back on the student and encourages thought on their part. Writing a comment telling students that their reasoning is faulty doesn't help them improve and can be hurtful.

Limited Criticism

People can only respond to a certain amount of criticism, even if it is in the form of a feedback sandwich.

- Students who need improvement in several areas may only be able to handle a few suggestions at a time.
- Evaluators should determine the one or two areas that need the most improvement and focus feedback on them. If a student improves in one major area, many of the more minor problems in the scenario may also be eliminated.

Evaluator Expectations

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. FPS students 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

> When providing feedback to beginning or developing writers:
> - Take a "show" approach. Use specific examples from the scenario to show how the author could have improved.
> - Avoid complex language and sentencing.
> - Cite specific examples of mechanical errors from the scenario and examples of how to fix them.
> - Avoid complicated concepts.
> - Use concrete examples for specific characters or events from the scenario.

potential for growth can write sophisticated FPS scenarios. Set your expectations realistically high, offer feedback positively, and encourage students to reach their full potential.

Score Sheet Descriptors

Identify the descriptors from the rubrics that contributed to your score, and incorporate them into your comments. This helps students follow your train of thought in determining their scores. Following the rubric improves consistency among evaluators and ensures that the message students receive about their work and how to improve it. Strong scenarios intertwine effective writing skills in relation to the rubric – a unique plot will have impact on both the Idea Development and Creative Thinking scores. Some of these possible intersections are noted in parentheses below.

SUGGESTED APPROACH TO SCORING

To get an idea of the quality of the assigned scenarios, it is recommended that you read through all of the scenarios in your packet before you begin actual scoring. While reading the scenarios, form a preliminary opinion in your mind as to the rank order of the scenarios and select terms that begin to describe the range of quality. After an overview of the entire packet, you can then focus on the scoring criteria. After actual scoring, your opinion and rank order may change; the preliminary reading, however, will help set the range of quality in which you will be working and may ultimately save you time redoing scores or breaking ties. During the preliminary reading, you might also make notes regarding appropriate comments/feedback.

1. Read all assigned scenarios before scoring them.	4. Score each scenario using the rubric.
2. Form an anticipated rank order of scenarios.	5. Provide feedback.
3. Reread each scenario in anticipated rank order.	6. Assign a quality term to the scenario.
	7. Rank order scenarios according to scores.

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.

CREATIVE THINKING

There is no one-size-fits-all formula for creativity in writing, and each person will explore and develop their own way to reach it. Evaluators should 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. There are many possible avenues by which writers can develop innovative approaches. The 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/characters, "out of the box" thinking, etc. (Style/Voice, Topic Integration)
● Unusual setting or characters (Character Development)
● Surprise or novel beginning or ending (Idea Development)
● Elaborated sensory details as well as details of reflections, emotions, or thoughts (Character Development)

	BEGINNING	**DEVELOPING**	**PROFICIENT**	**STRONG**	**EXEMPLARY**
Creative Thinking Author moves beyond obvious or common place ideas	•Little to no integration of creative thinking •Creative ideas disjointed/ unfocused •Perspectives/ outcomes predictable throughout	•More traditional ideas rather than inventive •Creative ideas do not support plot •Predictable storyline	•Evidence of creative thinking going beyond the norm at times •Relevant novel ideas present but may be unclear or unfocused •Mostly predictable storyline with "sparks" of uniqueness	•Evidence of inventive thinking •Original/unusual details noticeable •Unique or unusual ending, setting, conflict	•Strong portrayal of innovative/ ingenious/novel ideas throughout writing •Unusual/imaginative details •Unique/powerful experience for the reader
Score	1 2	3 4	5 6	7 8	9 10

The main difference between *Exemplary* and *Strong* levels for Creative Thinking is that the *Strong* level does not always sustain creative thinking. In contrast 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.

FEEDBACK for CREATIVE THINKING

Feedback on creativity can help a writer ensure that their writing is engaging, unique, and stands out among other works in the same genre. Common areas of feedback for creativity include originality, experimentation, and risk-taking in the writing, the use of literary devices and storytelling techniques, the complexity and depth of the characters, and moving beyond an expected plot. It's important to remember that creativity is personal for both the writer and evaluator. Evaluators must recognize student efforts to think creatively, even if it is not an entirely original idea.

Things to Consider:
- Is there experimentation or risk-taking in the writing?
- Is the setting and/or ending unique or unusual?
- Did the writing feel formulaic or lacking in creativity?
- Was the story predictable or unimaginative?
    - Did the author use many common figures of speech without providing a new spin on them?
    - Was the writing too straightforward?

FUTURISTIC THINKING

It is important for consistent futuristic thinking to be present throughout the scenario – not just in one or two places where futuristic "gadgets" are described. The highest scores will be awarded for work that incorporates futuristic approaches throughout the scenario, including but not limited to:
- Ideas on current trends/research
- Logical projections into the future

- Distinguishing between futuristic trends/research as opposed to topic-related research
- Details that make ideas believable (Idea Development)
- Futuristic ideas/terminology that are relevant to the story and/or the topic (Topic Integration)

Research and consistent world-building are crucial to make the story plausible and engaging when it comes to writing about the future. 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 their unique idea believable. This sophistication of thought will be awarded points in multiple criteria: Futuristic Thinking, Creative Thinking, and Topic Integration.

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Futuristic Thinking Author looks beyond the trends of today into the possibilities of tomorrow	•Little or no development of futuristic trends; no projection into the future •Inaccuracies evident in regard to futuristic setting	•Evidence of more conventional ideas rather than futuristic •Little evidence of futuristic trends related to the topic •Natural progression into the future not portrayed	•Evidence of futuristic concepts but not sustained throughout •Random reference to futuristic trends •Futuristic elements not clearly connected to storyline	•Relevant future trends integrated throughout the writing •Specialized terms/language noted •Futuristic ideas connected to topic and storyline	•Understanding of patterns/ trends and how they might evolve •Specialized terms/language related to the topic and storyline •Strong portrayal of futuristic trends/predictions enhancing the story
Score	1 2	3 4	5 6	7 8	9 10

Exemplary levels of Futuristic Thinking embed clear insight into cause-effect relationships evolving across time and utilize robust predictions to further the story's plot and details. *Strong* levels of Futuristic Thinking move beyond the more superficial inclusion of trends and forecasts of *Proficient* level Scenarios. They may merely show connection to the topic and to elements of the storyline, but not yet to the depth or impact of *Exemplary* Scenarios.

FEEDBACK for FUTURISTIC THINKING

Common areas of feedback for futuristic thinking include how believeable, specific, and relevant is the future setting and society. Also considered are thought-provoking and ethical considerations of technological and societal advancements, the exploration of the future's impact on characters and plot, and the coherence, consistency and details of the world-building. Feedback on futuristic thinking can help a writer ensure that their writing is engaging, thought-provoking, and provides a comprehensive exploration of the future and its potential implications.

Things to Consider:
- Is the future setting and society believable?
- Are thought-provoking/ethical considerations of technological/societal advancements included?
- Are the details of the world-building consistent?
- Did the writing feel dated?
- Does the exploration of the future impact characters?
- Did the author consider current or future societal/technological advancements?
- Did the author make unrealistic or far-fetched predictions in the story?

IDEA DEVELOPMENT

Idea Development considers logical and intriguing ways in which the writer develops their scenario and draws in the reader. Details should advance the story and move beyond a conventional story progression. Carefully consider the age/division of writers. Junior division writers may still need more experience to move beyond formulaic writing. The highest scores will be awarded for work that incorporates idea development throughout the scenario, including but not limited to:

- Appropriate rising action and conflict resolution
      Note: Resolution does not necessarily mean a solution
- Reflections/insights into the consequence of characters' actions or challenges (Character Development)
- Connections that engage the reader (Style/Voice)
- Positive societal effects
- Logical connection to the topic (and connection to the Future Scene for IC competition)
- Believable explanations
- Cause/effect relationships that move the plot forward
- Sophisticated organizational strategies
- Natural transitions

NOTE: During the International Conference, "Idea Development" includes scoring for connection to Future Scene.

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Idea Development Author provides effective elaboration and organization of plot and story progression	•Ideas minimally developed; lacking details •No storyline evident, or if present, illogical or unbelievable •Main idea unclear/ disjointed •Reader left confused	•Ideas generally unelaborated or repetitive details •Some unrelated/illogical ideas; lacks effective plot development; little relationship to topic •Organization random or disjointed; hints at storyline but not developed	•Most ideas developed and supported by elaborated and relevant details •Understanding of plot development evident but narrow focus on topic; •Order easily followed, but transitions may be weak/formulaic •Logical organization, some lapses or lack of coherence	•In-depth ideas supported by elaborated details •Related connections/ reflections evident along with insight into topic •Strong transitions; logical and coherent organization	•Complex ideas supported by rich, engaging, pertinent details •Strong evidence of analysis, reflection, insight exploring different aspects of the topic •Sophistication in organizational strategies •Readers attention captured
Score	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15

Consider 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 can connect this information into complex ideas revealed by choosing key pertinent details that engage the reader and allows audience members to take the story to a new level of understanding.

FEEDBACK for IDEA DEVELOPMENT

Common areas of feedback for idea development include the originality, complexity, and elaboration of the ideas, the strength of the supporting evidence and examples, the logical flow and coherence of the writing, and the critical thinking and perspective the writer brings to the scenario. Feedback on idea development can help a writer ensure that their writing is engaging, well-supported, and provides a thorough explanation of the story.

Things to Consider:

- Was the main idea of the writing clearly stated or developed?
- Was it difficult to follow the train of thought?
- Did the writing present many interesting ideas but fail to explore them in-depth?
- Did the writing rely too heavily on cliches or common assumptions without questioning or challenging them?
- Were the ideas presented only loosely related to the story or have weak connections to it?
- Were the transitions between ideas lacking?
    - Does the Scenario include original, complex, and elaborate ideas?
    - Does the writer show a logical flow and coherence in their writing?
    - Does the writer bring critical thinking and perspective to the topic?

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 use colorful verbs and include words that convey feeling while avoiding overused adverbs and adjectives. The writer should use an appropriate tone and voice acceptable to a wide range of readers. The highest scores will be awarded for work that incorporates style/voice throughout the scenario, including but not limited to:

- Writing techniques including simile/metaphor, idioms, sensory detail, symbolism, understatement, exaggeration, personification, foreshadowing, allusion, etc. (Creative Thinking)
- Well-crafted, varied sentences
- Conscientious word choice, accounting for the writer's age/division
- Personal touch motivating the reader to consider consequences
- Skillful use of vocabulary
- Effective inclusion of dialogue and/or internal monologue
- Purposeful use of dialect through word choice, spelling, and punctuation

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Style/Voice Author's characteristic way of writing determined by diction, imagery, tone, and choice of literary devices	•No sense of who is telling the story •Little evidence of literary techniques or descriptions to liven story •Sentences monotonous/ repetitive •Inappropriate or incorrect word choice •Voice not suited to audience	•Distant voice; too formulaic/ informal or a list of facts •Some elements of personal style, but not fully developed •Some sentence variety, but not consistent •Voice inappropriate for audience or purpose at times	•Acceptable voice but not strong or individual •Evidence of 'elements of style' that give writing life/spirit •Effort made to vary sentences but not sustained •Appropriate word choice •Evidence of established voice, but not sustained throughout; difficult for reader to stay involved	•Suitable voice/tone consistent throughout writing •Clear, personal touch; elements of style •Sentences vary in both structure and length •Appropriately advanced vocabulary •Writer's passion obvious; reader drawn into storyline	•Clear, distinctive personal touch; use of literary techniques makes text lively/engaging •Unique stylistic nuances and elements •Well crafted, varied sentence structure •Skillful use of vocabulary allowing reader to become emotionally involved •Reader motivated to reflect on purpose and consequences
Score	1 2 3	4 5 6	7 8 9	10 11 12	13 14 15

While both Scenarios that are *Exemplary* and *Strong* in Style/Voice present varied sentence styles, strong word choice, and personalized storytelling approaches, *Exemplary* Scenarios will go one step further to create memorable distinction in the writing produced. Whereas *Strong* Scenarios still show passion and do captivate the reader, *Exemplary* Scenarios will further invite deep, emotional engagement for readers through the author's powerful showcasing of literary devices (e.g., effective point of view, tone, foreshadowing, or figurative language elements like metaphor, imagery, irony)—leaving readers reflecting on the author's purpose and the implications of story details.

FEEDBACK for STYLE/VOICE

Common areas of feedback for style and voice include tone, use of figurative language, sentence structure, word choice, and overall coherence. For style/voice, evaluators should take into account the writer's efforts to develop a distinct style/voice for themselves or their character(s). Feedback on style/voice can help a writer determine if stylistic "risks" successfully convey meaning and/or engage their readers.

Things to Consider:
- Did the writing provide a distinct voice?
- Were the descriptions detailed, informative, or engaging?
- Was the sentence structure choppy and disjointed?
- Was the pacing of the story uneven?
- Was the use of figurative language inconsistent or forced?
- Did the writing have an opinionated slant or lack of objectivity?
- Did the writing lack effective transitions?

CHARACTER DEVELOPMENT

When considering Character Development, it is important to look for a central/main character - animate or inanimate - incorporated throughout the scenario. More experienced writers may include a second main character or a subordinate character that is also well-developed. The highest scores will be awarded for work that develops characters throughout the scenario, including but not limited to:

- Many facets of the characters' personalities evident
- Characters showing emotional responses to situations/dialogue
- Characters that analyze, reflect, show insight, or problem solve (Idea Development)
- Evolution of character(s)
- Characters evoke emotional responses from audience (Style/Voice)

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Character Development Author creates distinct, identifiable character(s) who possess depth and personality	•No recognizable character(s) •More or less a report or essay	•Identifiable character(s) but further development needed •Difficult to make connection to character(s); character(s) stilted with no real purpose	•A sense of character development including thoughts and feelings throughout the scenario •Some connection to character(s) possible; inconsistent personalities often with irrelevant details	•Strong sense of authentic character(s); many dimensions of a personality evident, purposeful, and understandable •Insight, perspective, or empathy with character(s) possible •Sense of involvement with the character(s)	•Authentic character(s) with dynamic nature enhancing the overall impact and effectiveness of the writing •Character(s) evoke emotional response •Writer provides insight, perspective, and empathy with character(s) •Sense of involvement with the character(s) throughout
Score	1	2	3	4	5

Both *Exemplary* and *Strong* Scenarios will produce purposeful, authentic, multi-dimensional characterization, but the presence of *Exemplary* characters will grow beyond effective personality to naturally make the story itself more effective. The characters of *Strong* Scenarios leave room for audiences to draw deeper understanding and connections from the character(s). It is the character(s) of *Exemplary* Scenarios that draw out an undeniable emotional reaction from readers, helping audiences feel "involved" with the character(s) across the whole of the story. *Beginning* Scenarios are those that narrate without developing characters through action.

FEEDBACK for CHARACTER DEVELOPMENT

Common areas of feedback for character development include the depth and complexity of the characters, the believability of their actions and motives, and the effectiveness of their interactions with other characters. Feedback on character development can help a writer determine if their characters connect with the audience as intended to convey emotional impact or story advancement.

Things to Consider:
- Was the main character interesting?
- Did the characters' emotions and reactions seem genuine/believable?
- Were the characters relatable?
- Were the side characters underdeveloped, or were their actions not always believable?
- Did the dialogue between the characters feel easy and natural?
  - Did relationships between the characters feel superficial?
  - Are the character's actions believable?
  - How effectively do characters interact?

MECHANICS

An evaluator must consider punctuation, capitalization, spelling, and grammar for this criterion. The highest scores will be awarded for work that demonstrates effective mechanics throughout the scenario, including but not limited to:
- Employing conventions creatively for a purpose or to enhance meaning
- Experimenting with dialogue, dialect, or slang without detracting from storyline
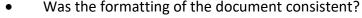- Enhancing the reading expereince rather than detracting from it

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Mechanics Author effectively communicates ideas with appropriate grammar, punctuation, capitalization, spelling, and word usage	•Many errors of grammar and punctuation •Errors invasive and distracting •More in draft form instead of edited and revised	•Grammar, punctuation, and/or spelling interfere with flow of story •Mechanical errors frequently interfere with understanding and/or enjoyment of story •Editing necessary	•Average number/type of errors for age group •Lack of attention to mechanics makes story more difficult to follow or affects meaning •Some editing necessary	•Few errors in grammar and punctuation relative to length and complexity of the writing •Good use of age-appropriate conventions •Evident editing	•Clear control of grammar and punctuation •Creative use of conventions to enhance meaning; license intentionally taken with some conventions to make a point; dialogue/ dialect/slang, etc. •Carefully edited
Score	1	2	3	4	5

Whereas *Strong* Scenarios will do a good job of avoiding most distracting errors and producing grammatical and mechanical results appropriate to their age, *Exemplary* Scenarios will be designed and edited with finer precision—manipulating conventions to best showcase meaning and taking creative license when appropriate to further the author's purpose. When scoring *Beginning* and *Developing* scenarios, it isimportant to separate the scoring of Mechanics from the story and ideas present within the writing.

FEEDBACK for MECHANICS

Strong writing mechanics are the foundation of good writing; mastering them can make writing clear, concise, and easy to read. Feedback can help a writer understand how effectively they are conveying their ideas through language and where they might be able to improve. Common areas of feedback for writing mechanics include grammar, punctuation, spelling, sentence structure, and formatting. Writing mechanics help a writer ensure that their writing is clear, concise, and easy to read, which can greatly enhance the overall effectiveness and readability of the written work.

Things to Consider:

- Was the formatting of the document consistent?
- Did grammatical errors take away from the story?
- Were there inconsistencies in capitalization, punctuation, and spelling?
- Was sentence structure awkward, repetitive, or monotonous?

TOPIC INTEGRATION

Strong writers will artfully blend research about the topic or topic-related futuristic trends into the storyline. 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. The highest scores will be awarded for work that demonstrates effective topic integration throughout the scenario, including but not limited to:

- An understanding of cause/effect relationships concerning the topic (Idea Developemnt)
- Blending topic research and/or futuristic trends into the storyline
- Relevant terminology as well as a logical knowledge about the topic

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Topic Integration Author maintains connection to topic issues throughout the story	•Little to no knowledge of topic demonstrated; many inaccurate terms or facts used •Lack of appropriate topic knowledge makes story confusing	•Minimal research on topic; few relevant terms present; made-up/imagined facts •Topic information used not relevant to story	•Knowledge of topic obvious but inconsistent; terms or facts forced •Some uninteresting or inaccurate facts with little connection to storyline	•Clear understanding of the topic connecting smoothly with storyline •Story enhanced by knowledge of the topic and topic terminology	•Knowledge of topic artfully blended with storyline •Knowledge of topic as well as an understanding of topic's futuristic trends
Score	1	2	3	4	5

Both *Exemplary* and *Strong* Scenarios will show great understanding of the topic and related terms. While *Strong* Scenarios will effectively connect the topic to its plot and use topic information to build up the story. *Exemplary* Scenarios will more seamlessly blend topic information across the plot as a whole. *Exemplary* Scenarios will move beyond including topic knowledge to embed research-based trends in the story.

FEEDBACK for TOPIC INTEGRATION

Common areas of feedback for topic integration include the relevance, coherence, consistency, and development of the ideas, the strength of the supporting evidence, and the regular incorporation of topic

elements. Feedback on topic integration can help a writer ensure that their writing is clear, concise, and effectively communicates their intended connection to and lesson about the selected topic to the reader.

Things to Consider:
- Did the writing have a clear focus or connection to the topic?
- Was effective supporting evidence used in the Scenario?
- Does the writer offer evidence of the topic throughout the scenario?
  - Does the scenario show evidence of a clear understanding of the topic?

The Scenario Writing Team Competition Rubric contains all the items in the Individual Competition Rubric with the addition of the following:

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 even though it should stand independently.

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Connection Among Team Scenarios Author demonstrates relationship to other works within the group	•Storyline show little connection to the other scenarios in the group	•Story makes limited connection to some aspects of other scenarios in group	•Attempts are made to connect to other scenarios in group, but lapses occur	•Story is clearly connected to other scenarios in group	•Connections to other scenarios are subtle, unique, or cleverly crafted
Score	1 2	3 4	5 6	7 8	9 10

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 to identify the parameters before you begin to evaluate. The 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.

	BEGINNING	DEVELOPING	PROFICIENT	STRONG	EXEMPLARY
Relation to Future Scene Parameters Author integrates FS topic, time, and place into the scenario	•Parameters of the Future Scene ignored or not related in any way	• Some fleeting connection to the Future Scene Parameters	• Strays from parameters at several points	• Slight variance from Future Scene	• Logical outgrowth of the Future Scene
Score	1	2	3	4	5

FREQUENTLY ASKED QUESTIONS

FPSPI's mission is to develop the ability of young people globally to design and achieve positive futures through problem solving using critical and creative thinking. FPSPI seeks to provide all participants with a positive experience with other people interested in a better future. Scenarios will entertain and inform readers through their imaginings about possible futures with their creativity in response to an approved topic.

While FPSPI evaluation utilizes possible point ranges with expectations, evaluation is based on subjective scoring. It is the decision of each evaluator to determine the points that will be awarded for each section of a score sheet. In an effort to improve consistent application of the scenario scoring rubric, below are a few commonly asked questions.

How do I score a scenario that exhibits gratuitous violence?
If a scenario presents violence for violence's sake, rather than a method for developing the story, evaluators should consider specific elements of the rubric:

Creative Thinking
- If a scenario demonstrates excessive violence has creative thinking really been exercised?
- If only violent resolutions have been pursued, has the capacity for change been explored?

Idea Development
- A story that does not leave room for hope or change is not really completed.
- Authors should utilize flexible and fluent thinking to explore avenues for hope, even if it is slim.

Character Development
- A dynamic character should have the capacity to think "outside the box". Even if you have a hero that falls from grace, there is always a possibility for redemption.

Style/Voice
- The scenario should engage the reader. Excessive/needless violence often sours more readers than it attracts.
- The writer should use an appropriate tone and voice acceptable to a wide range of readers.

What do I do if I don't think I received the correct version of a scenario?
If you have concerns about whether or not the scenario you received to evaluate is a draft, has no connection to an approved topic, is inaccurately translated, or demonstrates some other concern – contact the evaluation coordinator. Depending on the level of competition, and who submitted the work (student, coach, other) the evaluation coordinator will be able to; 1- determine if the correct version of the scenario was distributed for evaluation; 2 - how they would like evaluators to approach the identified concern; 3 – provide any additional information to other evaluators.

FINALIZING SCORES

The total scenario score is determined by adding all the points earned from each rubric section. There are no scales to be applied nor penalties to be accounted for.

Ranking A ranking system is an effective way to compare scenarios in a scoring sample. Using such a system, each evaluator scores a packet of scenarios and then ranks each scenario according to the total points each scenario receives. Scenarios are ranked from 1 (best) to the number of scenarios scored. The evaluator should review the scenarios before ranking to ensure there are no ties. Ties must be broken before applying ranks. Ranking scenarios reduces scoring differences between tough and lenient evaluators. It also creates a "common language" for comparing scenarios from different samples and for moving scenarios on to the next round of evaluation.

Quality Terms
Quality terms are used by evaluators to indicate the quality of student work as a whole, accounting for the division. Packets of student work may include content that displays a range of experience. Quality term is not indicative of the quality of your packets, but on the quality of each scenario. All of the scenarios in a packet may be "Very Good", or more than one may be "Exemplary" or "Developing".

Exemplary – Demonstrates mastery of the FPS skills throughout all elements of the scenario

Outstanding – Demonstrates mastery of some FPS skills, and a solid understanding in the others

Very Good – Demonstrates competency throughout the scenario, but no mastery

Proficient – Demonstrates competency in some, but not all, aspects of the scenario

Developing – Demonstrates a basic understanding in some aspects of the scenario

Thank you for taking your time to share your expertise through evaluation. We offer you our deepest appreciation. You are at the heart of the Future Problem Solving Program. FPSPI, our students, and their coaches value your important contribution.