

Scriptwriting Rubric

SCORE →	1	2	3	4	POINTS
Conventions	The final draft has many grammar, capitalization, spelling, and punctuation errors.	There more then a few grammar, capitalization, spelling, or punctuation errors in the final draft.	There are few grammar, capitalization, spelling, or punctuation errors in the final draft.	There are no grammar, capitalization, spelling, or punctuation errors in the final draft.	
Organization and Clarity	Ideas and scenes seem to be randomly arranged.	The plot is a little hard to follow. The transitions are sometimes not clear.	The plot is well organized. One idea or scene may seem out of place. Clear transitions are used.	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions.	
Direction and Format	There are no stage directions or camera shots/movements detailed. Little to no consideration of script format.	Stage directions and camera shots/movements are present, but more could have been used. Frequent mistakes in script format.	Stage directions and camera shots/movements are appropriate. Proper script format has been utilized, demonstrating a good general understanding.	Thorough thought and understanding are demonstrated regarding stage directions, camera shots/movement and script format.	
Story and Creativity	No 3-Act Story. Little or no imagination/creativity in storyline.	Basic 3-Act Story exists. The story contains a few creative details and/or descriptions, but they distract from the story.	Solid 3-Act Story that contains creative details and/or descriptions to enhance the story.	Solid 3-Act Story that contains many creative details and/or descriptions to enhance the story.	
Characters	It is hard to tell who the main characters are. There is only 1 main character.	The main characters are named. Dialogue and stage directions have limited expansion of character development.	The main characters (2-4) are named and described. Dialogue and stage directions somewhat expand character development.	The main characters (2-4) are named and clearly described. Dialogue and stage directions expand character development.	
Dialogue	Hard to follow what character is speaking. Minimal effort is put into conversations.	It is usually clear which character is speaking. Dialogue is choppy and not well developed.	It is clear which character is speaking. Dialogue is acceptable, but could be more varied in structure.	It is always clear which character is speaking. Dialogue is well developed and varied.	
Comments:				(+1 point for your name!)	
				TOTAL SCORE:	/25

Script Writing Rubric

Michael Hoelscher



Script Writing Rubric:

Standards-based Activities with Scoring Rubrics: Performance-based projects ,2002 **The Power of Scriptwriting!**

Peter Gutierrez,2014 This dynamic resource offers teachers a new way to energize the teaching of writing while also meeting Common Core State Standards The author draws on his unique background in education and media to provide this all in one resource to help teachers use the versatility of scriptwriting to motivate students and support literacy skills across the disciplines Each chapter covers a different medium outlining the writing skills required and providing practical tips sample projects standards alignment and strategies for differentiated instruction Book Features the rationale curricular connections lessons and projects to help teachers incorporate scriptwriting into their existing writing curriculum authentic connections to students in school and out of school literacies easy to use sections such as Why Teach This Skills Focus Literacy Across the Disciplines QuickStart lesson launchers and The Writing Process robust differentiated instruction including specific strategies for English language learners and below level students and appendices with Additional Resources Revision Checklists Writing Rubrics and a glossary of Media and Script terms Assessment Rubrics Decoded Kelvin Heng Kiat Tan,2020-03-27 Rubrics offer concrete artefacts of what schools evaluate to be of merit and what educators and schools value to be worth rewarding Assessment Rubrics Decoded offers insights into a myriad of issues that affect and are affected by the construction of merit in students learning and the articulation of underlying educational ideologies in the assessment of student achievement Designed for both students and teachers who should have parity of involvement in developing and using rubrics this book covers the problematic issues of assessment in schools while offering readers practical solutions to navigating the ensuing tensions and dilemmas The notion that rubrics may hinder assessment transparency is also discussed with examples to warn against uncritical use of rubrics that may discipline rather than help learners The perspective of a school leader in providing assessment leadership to rubrics usage across a school is included for extending awareness of rubrics beyond classroom contexts This provides an informed approach for teachers to understand the stakes and complexities involved in judging learning and learners whilst offering concrete options and suggestions to consider This book will be a valuable resource for classroom teachers school leaders teacher educators and researchers interested in the field of assessment rubrics **Beyond the Textbook** Carianne Bernadowski,Patricia L. Kolencik,Robert Del Greco,2013-01-03 This collection of standards based lessons will guide middle and high school teachers while teaching the nation s history in a user friendly ready made fashion During a time of standards based instruction Beyond the Textbook Using Trade Books and Databases to Teach Our Nation s History Grades 7 12 will fill the gap in today s middle and high school classrooms to simultaneously engage students in effective literacy skill exercises and teach our nation s history Authored by three experienced former public school teachers these ready made lesson plans for classroom teachers and school librarians make planning easy for implementation in a social studies history or English classroom The book covers topics from Native

Americans to the Louisiana Purchase offering evidence based reading strategies throughout that can hold adolescents attention and develop their vocabulary and comprehension Each chapter will include bibliographic information suggested grade level Information Literacy and National Social Studies Standards before during and after reading strategies database integration for classroom use and suggested readalikes Users will find the standards and evidenced based research perfectly applicable in today s classrooms

A Collection of Performance Tasks and Rubrics Deborah Blaz,2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company

A Complete Guide to Rubrics Audrey M. Quinlan,2012 This book takes a developmental perspective at the use of scoring rubrics to assess student work Citing developmental characteristics of each age the author presents examples and adaptations of assessment rubrics on a variety of subjects for teachers from kindergarten through adult college After a presentation of foundation information on rubrics separate chapters are devoted to each grade level from primary through adult Written so that each chapter can be addressed independently the book provides additional chapters devoted to assessing technological topics and using rubrics with students with special needs The final chapters provide practical information to help teachers to create their own rubrics and to covert rubric scores to letter grades An updated annotated listing of recommended rubric websites is included

An English Teacher's Guide to Performance Tasks & Rubrics Amy Benjamin,2000 First Published in 2000 Routledge is an imprint of Taylor Francis an informa company

Mi Fu Peter Charles Sturman,1997-01-01 Mi Fu was a prominent calligrapher in 11th century China This analysis of his work considers content and style and examines his calligraphy within the framework of the artist s life the Northern Song culture in which he lived and the literati theory of art he helped to formulate

ICTES 2018 Robbi Rahim,Kadek Suranata,Ildil Ildil ,Itsar Bolo Rangka,2019-03-13 The technical program of The First ICTES 2018 consisted of 114 full papers Aside from the high quality technical paper presentations we also held workshop and clinic manuscript that was carried out before the main track aims to strengthen the ability to write scientific publications Coordination with the steering chairs Dr Kadek Suranata S Pd M Pd Kons and the members of organizing committee is essential for the success of the conference We sincerely appreciate all the Advisory Boards for the constant support and guidance It was also a great pleasure to work with such an excellent organizing committee team for their hard work in organizing and supporting the conference In particular the Scientific Committee led by Cand Dr Robbi Rahim M Kom have completed the peer review process of technical papers and made a high quality technical program We are also grateful to Students Conference chairs were leading by Ida Ayu Made Diah Paramiswari for their support and all the authors who submitted their papers to the First ICTES 2018 We strongly believe that ICTES conference provides a good forum for all academicians researchers and practitioners to discuss all Educational science and technology aspects that are relevant to issues and challenge for sustainability in the 4th industrial revolution We also expect that the future ICTES conference will be as successful and stimulating as indicated by the contributions presented in this volume

Localization and Quality

Assessment of Project-Based Learning in China Xuemei Xia, 2025-09-17 This book provides a systematic assessment of the quality of Project Based Learning PBL and proposes a diagnostic criteria framework for evaluating project design and implementation It identifies key characteristics that vary as a result of differentiation The book offers a feasible framework for implementing competency based teaching on an international scale drawing from our long term exploration in China to address shortcomings in Chinese education Furthermore it delineates the boundaries and limitations of project based design facilitating professional learning in its implementation Educational practitioners will gain multidimensional perspectives to develop their capacities and critically reflect on PBL s impact on students learning processes

The Social Studies

Teacher's Toolbox Elisabeth Johnson, Evelyn Ramos, 2020-04-09 Social studies teachers will find classroom tested lessons and strategies that can be easily implemented in the classroom The Teacher s Toolbox series is an innovative research based resource providing teachers with instructional strategies for students of all levels and abilities Each book in the collection focuses on a specific content area Clear concise guidance enables teachers to quickly integrate low prep high value lessons and strategies in their middle school and high school classrooms Every strategy follows a practical how to format established by the series editors The Social Studies Teacher s Toolbox contains hundreds of student friendly classroom lessons and teaching strategies Clear and concise chapters fully aligned to Common Core Social Studies standards and National Council for the Social Studies standards cover the underlying research technology based options practical classroom use and modification of each high value lesson and strategy This book employs a hands on approach to help educators quickly learn and apply proven methods and techniques in their social studies courses Topics range from reading and writing in social studies and tools for analysis to conducting formative and summative assessments differentiating instruction motivating students incorporating social and emotional learning and culturally responsive teaching Easy to read content shows how and why social studies should be taught and how to make connections across history geography political science and beyond Designed to reduce instructor preparation time and increase relevance student engagement and comprehension this book Explains the usefulness application and potential drawbacks of each instructional strategy Provides fresh activities applicable to all classrooms Helps social studies teachers work with ELLs advanced students and students with learning differences Offers real world guidance for addressing current events while covering standards and working with textbooks The Social Studies Teacher s Toolbox is an invaluable source of real world lessons strategies and techniques for general education teachers and social studies specialists as well as resource specialists special education teachers elementary and secondary educators and teacher educators

English Caroline Script and Monastic History D. N. Dumville, 1993 An analysis and study of Caroline script from 200 years of ecclesiastical and secular records reveals important historical detail relating to late Anglo Saxon England

Performance-Based Learning Sally Berman, 2008 Provides excellent thorough examples of lessons for classroom use The lessons follow a user friendly pattern and include outstanding rubrics that can be adapted

easily by the teacher Debra Rose Howell TeacherMonte Cristo Elementary Granite Falls WA Gives educators new to performance learning a broad collection of examples for using this model The sample lessons are tied to learning standards and incorporate a myriad of different modalities Rachel Moreno Associate Professional SpecialistUniversity of Notre Dame Motivate students and increase their achievement with high interest learning tasks Teachers can promote long lasting learning build higher order thinking skills develop individual student accountability and increase student achievement by incorporating performance learning tasks into the curriculum In this second edition of Performance Based Learning Sally Berman demonstrates how this model can be modified for learners at different grade and ability levels and offers an abundance of sample lesson plans that show how to use performance based learning throughout the content areas The updated edition includes an expanded discussion of cooperative learning teams a new section on how to design effective performance based learning activities and a collection of reproducible masters for planning and implementation Chapters with lesson plans include A performance task to use as is or adapt for specific student groups The curriculum standards related to the task Reflection guidelines to help students evaluate their learning Web resources for planning and implementing performance learning tasks New and veteran teachers alike will use this detailed resource again and again to plan activities that engage students and inspire them to become invested in their own learning

Principled Practices for Adolescent Literacy Elizabeth G. Sturtevant,Fenice B. Boyd,William G. Brozo,Kathleen A. Hinchman,David W. Moore,Donna E. Alvermann,2016-02-11 This book presents an evidence based framework for understanding the literacy needs of adolescents The premise is that educators and other critical stakeholders need to understand evidence based principles in order to develop effective curriculum to meet the needs of diverse learners Recommendations are provided for middle and secondary education professional development teacher education research and policy At the center of the book are Eight Guiding Principles developed by the authors through a process that included an extensive review of research and policy literature in literacy and related fields a comparison of National Standards documents and visits to the classrooms of 28 middle and high school teachers across the United States The Principles are broad enough to encompass a variety of contexts and student needs yet specific enough to offer real support to those involved in program development or policy decisions They provide an overarching structure that districts and teachers can use to develop site specific curriculum that is both research based and designed to meet the needs of the learners for whom they are responsible Important Text Features Organized to help readers understand empirically supported principles of practice that can be used to address literacy concerns in today s schools each chapter that addresses one of the eight Principles follows a similar format The Principle is presented along with a brief explanation of the research base and a sample of national standards that support it One or more case examples spanning a wide variety of disciplines grade levels and local conditions provide an in depth look at the Principle in action A well known adolescent literacy expert offers a response to each case example giving readers an

informed view of the importance of the Principle how it is enacted in the cases and examples of other work related to the Principle Discussion questions are provided that can be used for individual reflection or group discussion Principled Practices for Adolescent Literacy is intended as a text for pre service and in service upper elementary middle and high school literacy methods courses and graduate courses related to adolescent literacy and as a resource for school district personnel

policymakers and parents **Dramathemes, 4th Edition** Swartz, Larry, 2014-09-19 In this totally revised 4th edition Larry Swartz digs deeply into the riches of the past three books and considers the experiences of language arts teachers who have used all three versions for almost three decades Full of engaging new ideas the book includes many new sources and carefully chosen strategies for exploring challenging issues with students including identity poverty diversity bullying and immigration Literary sources are at the root of this amazing book and encompass picture books novels poetry scripts and photographs Compelling strategies throughout the book are designed to enrich interactive possibilities amongst learners in the language arts classroom By reading writing and talking both in and out of role students can develop and share their responses stories and ideas A bestselling classroom resource for almost thirty years Dramathemes is an ideal book for teachers who want to put drama into literacy programs and literacy into drama programs *Library Lessons I* Janet Roche,

Portfolios and Other Assessments Julia Jasmine, 1993 Presents reproducible activities in learning to observe students in action and make valid performance assessments discovering methods for creating useful assessment rubrics and making portfolios work for the teacher and the student Teaching Historical Fiction with Ready-Made Literature Circles for Secondary Readers Carianne Bernadowski, Kelly Morgano, 2011-10-24 This comprehensive step by step guide provides practical guidance to implement literature circles in any social studies or language arts classroom This book provides a how to guide for a novice or veteran teacher or library media specialist who is interested in implementing literature circles with high interest texts After an introduction that covers the research findings on literature circles and supplies a framework for implementation of literature circles in the classroom and library Teaching Historical Fiction with Ready Made Literature Circles for Secondary Readers presents 14 selected historical fiction titles for grades 7 through 12 that lend themselves perfectly to interdisciplinary teaching Each selection is accompanied by bibliographic information an annotation vocabulary words discussion questions and guided reading questions as well as lessons for before during and after reading The titles included cover many historical time periods and topics that can easily aligned with state and national standards Just as importantly these are texts that a history teacher or literature instructor would find beneficial to use with students 21st Century Literacy Renita Schmidt, Paul Lee Thomas, 2008-11-09 Renita Schmidt and P L Thomas The guiding mission of the teacher education program in the university where we teach is to create teachers who are scholars and leaders While the intent of that mission is basically sound in theory we instill the idea that teachers at all levels are professionals always learning and growing in knowledge that theory that philosophical underpinning does not insure that the students who

complete our program are confident about the act or performance of teaching. In our unique program, students work closely with one teacher and classroom for the entire senior year and then are supervised and mentored during their first semester of teaching. The program is heavily field based and it depends on the effectiveness of mentoring throughout the methods coursework and the first semester of full time teaching. Students tell us this guidance and support is invaluable and yet we feel the disjuncture between university and school just as many of you in more traditional student teaching settings. Students hear best practice information from us in methods classes and they receive ample exposure to the research supporting our field but have a hard time implementing research based practices in their classroom settings and an even harder time finding it in the classrooms around them.

Differentiated Literacy and Language Arts Strategies for the Elementary

Classroom Shellie Hipsky, 2011. The Fall 2011 issue of the Kappa Delta Pi Record includes a review of *Differentiated Literacy and Language Arts Strategies for the Elementary Classroom*. From the review: In today's inclusive classrooms, this book will be an excellent resource from which teachers can draw advice and find teaching resources that will assist them in designing effective instruction. Click here to read the book review on page 47. For courses in Methods of Reading for Elementary or Early Childhood, Methods of Language Arts for Elementary or Early Childhood, Differentiated Instruction in the Classroom or Special Education and Language Arts. Although it can seem a daunting task to individualize learning for all students, this book provides specific how-to techniques to make it happen, equipping pre-service teachers with the tools they need to differentiate instruction for all students: general education, gifted and talented, challenged, or English Language Learners (ELL). This new text is much like a how-to guide for differentiating instruction in for today's educators with a diverse population of students to serve. Seasoned with authentic examples from elementary teachers and their real classrooms, the text offers a plethora of advice for implementing strategies in literacy-based classrooms, creative ways to create effective learning environments, appropriate instructional techniques based on students' abilities, learning profiles and interests, and strategies to differentiate in the reading areas of emerging literacy skills, vocabulary, comprehension, fluency, writing, speaking, listening, and content area reading. Every chapter in the book includes specific, illuminating classroom examples, questions for reflecting on the reading, active engagement ideas for further exploration of the topic, and conclusions. Unique to this text is the inclusion of a journal kept by an elementary teacher whose classroom is visited in the text, demonstrating a year's worth of successful implementation of differentiation, assessment, and instruction. Keenly focused on the needs of pre-service teachers with ample strategies to positively impact the classrooms of current teachers, *Differentiated Literacy and Language Arts Strategies for the Elementary Classroom* addresses the reader with an engaging, personalized tone and demystifies the process of differentiated instruction for all teachers.

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