

CREATIVE WRITING CONSERVATORY

*An entry into the lottery for this conservatory can only be added
if the applicant scores an **average of 3 points or higher per category.***

Applicant Name _____ Applicant Number _____ Incoming Grade _____

Criteria	1	2	3	4	5	Score #1	Score #2	Score #3
Imagery	Writing displays a lack of visual, immersive elements, or, if present, such instances are confusing, routinely clichéd, overtly offensive, and/or out-of-step with other aspects of the narrative. Analogies, details, and description are consistently absent and/or highly predictable and/or cliché.	Writing displays occasional visual elements, including setting, concrete details, and active scenes versus summary sections. Imagery may be inconsistent with the general tone or not advance the story due to aspects such as being confusing, offensive, or irrelevant Analogies, details, and description may trend more derivative or predictable than original.	Writing displays regular immersive, visual elements, such as setting, concrete details, and active scenes versus summary sections. Analogies, details, and description support reading, though may include the cliché and/or predictable at times, but not predominantly. Writing displays visual elements that may occasionally read contrary to the larger narrative tone.	Writing displays routine immersive, visual elements such as setting, concrete details, and active scenes versus summary sections. Visual aspects stay consistent with tone & narrative intentions. Writing displays regular original analogy use and description that connects with narrative elements.	Writing maintains an engaging, immersive world through visual elements such as setting, concrete details, and active scenes versus summary sections. The use of these elements enhances tone & narrative intentions. Writing maintains consistent original analogy use & details that connect with plot, setting and/or other elements of the narrative. These elements are presented in a manner that does not confuse the reader.			
Word Choice	Word choice displays a lack of variety, may be flat, predictable, and/or wrong. Verbs and other language units lack energy and do not connect with and/or advance the narrative. Dialogue is absent, forced or fake, diverts from narrative, or is irrelevant.	Phrasing displays occasional variety. Language may trend toward the cliché, redundant, distracting and/or at odds with the larger story elements. Writing may not display a vocabulary consistent with avid readership. Dialogue may not emulate real speech. Dialogue may seem forced or fake, be inconsistent with the characters or narrative, or distract from the larger story.	Writing displays regular word choice of interest and indicative of an avid readership; vivid verbs & descriptors; above grade word choice used correctly in context and enhances the overall immersive experience. Descriptors and verbs may occasionally be predictable and/or cliché. Redundant phrasing may be present. Dialogue may occasionally seem forced or fake, divert from narrative, or seem irrelevant.	Writing displays routine elements of vibrant word choice indicative of an avid readership, vivid verbs & descriptors, and/or extraordinary and/or above grade word use that is used correctly in context and enhances the overall immersive experience. Dialogue is regularly real, advances action, and/or is relevant to scene and narrative though may not meet all of these criteria.	Writing maintains vibrant word choice indicative of an avid readership, vivid verbs & descriptors, and/or extraordinary and/or above grade word use that is used correctly in context and enhances the overall immersive experience. Dialogue is real and believable, advances action, and is relevant to the scene and narrative.			

FEEDBACK RUBRIC

Rhythm	Writing displays a lack of flow. Phrasing may be jumbled, garbled and/or awkward. Sentences and/or paragraphs are redundant in style, length, and/or structure.	Writing displays occasional flow. An inadequate amount of one or more of the following is apparent: repetition, emphasis, parallel structure, varied sentence and paragraph length and structure., energetic phrasing. Phrasing displays redundancy. Lack of clarity in word choice and/or phrasing inhibits reading. Action scenes may not show appropriate suspense or speed. Summary scenes may slow reading. Action and summary scenes may not align appropriately in structure and/or rhythm or advance action.	Writing displays regular phrasing flow via one or more of the following: purposeful repetition, emphasis, parallel structure, varied sentence and paragraph length and structure. Some redundancy may be present. Action scenes display occasional speed and/or suspense. Summary scenes are occasionally topical, to the point, and/or thought-provoking. Summary and action scenes are occasionally mixed in a complementary manner.	Writing displays routine phrasing flow via multiple elements of the following: repetition, emphasis, parallel structure, varied sentence and paragraph length and structure. Action scenes regularly display appropriate speed/suspense. Summary scenes are typically topical, to the point, and/or thought-provoking. Summary and action scenes are routinely mixed in a complementary manner.	Writing maintains engaging phrasing flow via multiple elements of the following: repetition, emphasis, varied sentence and paragraph length and structure. Action scenes routinely display appropriate speed/suspense. Summary scenes are topical, to the point, and thought-provoking. Summary and action scenes are mixed in engaging synergies.			
Storytelling	Content is derivative, predictable and/or confusing. Writer displays little genuine interest in writing. Form, structure, and/or other storytelling conventions are predominantly absent, misapplied and/or lack creative thought and clear delivery. In-person assessment displays lack of enthusiasm, creativity, and/or knowledge of the field.	Content displays occasional instances of innovation in form, structure, and/or other storytelling conventions. Writer may display little interest in writing. Reading experience is hindered by irrelevant, cliché, and/or awkward elements. Content is more derivative than original. In-person assessment may display lack of enthusiasm, creativity, and/or knowledge of the field.	Content is regularly original. Writing displays regular instances of innovation in form, structure, and/or other storytelling conventions. Writing displays creativity and/or enthusiasm. Awareness of audience may be present. In-person assessment displays average enthusiasm, creativity, and/or knowledge of the field.	Content is predominantly original. Writing displays routine instances of innovation in form, structure, and/or other storytelling conventions. Writer displays creativity and/or enthusiasm Awareness of audience is present In-person assessment displays enthusiasm, creativity, and/or knowledge of the field above the average.	Content is highly original. Writing maintains innovation in form, structure, and/or other storytelling conventions. Writer displays persistent creativity and/or passion. Awareness of audience is consistent. In-person assessment displays enthusiasm, creativity, and/or knowledge of the field far above the average.			
Mechanics	Portfolio does not meet the 15-20 page guideline.	Portfolio may not meet the 15-20 page or other required	Portfolio meets the 15-20 page and other required guidelines.	Portfolio meets the 15-20 page and other required guidelines.	Portfolio meets the 15-20 page and other required			

FEEDBACK RUBRIC

	Structural, grammatical and/or phrasing errors consistently prohibit the reading experience.	guidelines. Grammatical, phrasing, and/or structural errors may be present to a degree that interrupts the reading experience.	Grammatical, phrasing, and/or structural errors are present, but limited in type or area with some interruption of the reading experience.	Occasional grammatical, phrasing, and/or structural errors may be present, but do not generally affect the reading experience.	guidelines. Portfolio is predominantly free of grammatical, phrasing, and structural errors.			
						TOTAL		
						AVERAGE		