

Arts Assessment For Learning

THEATER — 7TH GRADE


STUDENT WORK: SCRIPTWRITING

Name: _____ Theater UA: 7B Class: 722 Unit: Script writing

Scriptwriting Checklist

- I have the playwrights' names, classes and Theater UA Section (Ex: 7A) at the top.
- I have included at least 20 lines of dialogue written in proper script format.
- Script has a clear beginning, middle and end.
- I have included stage directions that indicate the setting and any action on stage, using abbreviations for stage areas.
- The 5Ws (Who are the characters? What is the conflict/oppression in the scene? Where is the scene taking place? When is the scene taking place? Why is the scene taking place?) are clear from the text or subtext of the script.
- I have included at least TWO well-developed characters with a history and connections to the script.
- I have included objectives for all characters.
- I have included several tactics that the characters use to achieve their objectives.
- I have added unique and creative ideas for conflicts in the script.
- I have ensured that the script is related to the theme and issue discussed in class.
- I have proofread my work for grammatical/mechanical errors.

SCRIPT DUE DATE: 3/29



7th Grade Student Scriptwriting Checklist (Completed and starred by teacher marking this script as a finalist in the scriptwriting competition. This script was later used in the class performance.)

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Name: Anthony + Jakob Theater UA: JB Class: _____ Unit: _____

Theater Class Scriptwriting Rubric

Task: Students will write and edit his/her script in proper script format for performance. Students will identify a goal based on this rubric to work toward throughout the writing process and periodically assess his/her progress on that goal, changing the goal if necessary.

| Grade | 4 (100% points) | 3 (75% points) | 2 (50% points) | 1 (25% points) |
|-------------------------------|---|--|---|---|
| DIALOGUE | Dialogue is written without quotation marks or "said," and includes a colon after the character's name in the margin for every line. | Dialogue is mostly written without quotation marks or "said," and includes a colon after the character's name in the margin for every line, but is occasionally written in narrative form. | Dialogue frequently is written in narrative. | Dialogue is written entirely in narrative. |
| STAGE DIRECTIONS | Stage directions are written in parentheses and describe the setting and actions on-stage in clear, concise sentences for stage area. | Stage directions are loosely written in parentheses and describe the setting and the actions on stage with some detail, using abbreviations for stage area. | Stage directions are frequently not indicated and/or written within the dialogue with little detail. | Stage directions are missing and/or they are written within the dialogue with no detail. |
| SW's | The SW's are clear from the text or subject of the script. | Some of the SW's are clear from the text or subject of the script. | Most of the SW's are unclear from the text or subject of the script. | The SW's are unclear from the text or subject of the script. |
| CHARACTERS | All characters are well developed with a history and viable connections in the script. | Characters are almost all well developed with a history and viable connections in the script, but some lack depth. | Some characters are well developed, but do not include a history and/or viable connections in the script. | Characters are not well developed and/or do not include a history or viable connections in the script. |
| OBJECTIVES AND TACTICS | All characters have something that they want to achieve and utilize different tactics to try to achieve their objective. | Characters almost all have something that they want to achieve and utilize tactics to try to achieve their objective, but tactics are all similar. | Some characters have something that they want to achieve, but do not utilize different tactics to try to achieve their objective. | Characters do not have something that they want to achieve and/or do not utilize different tactics to try to achieve their objective. |
| ORIGINALITY | Script has unique ideas for plot points and creative solutions to problems. | Script has some unique ideas for plot points and solutions to problems. | Script has few unique ideas for plot points and creative solutions to problems. | Script is plagiarized or uses many unoriginal ideas from other scripts or sources. |
| GRAMMAR/ ORGANIZATION | Profound and virtually error free of grammatical/mechanical mistakes. Script has a clear beginning, middle and end. | Somewhat profound with some grammatical/mechanical mistakes. Beginning, middle and/or end are somewhat clear. | Not clearly profound with several grammatical/mechanical mistakes. Script has no clear beginning, middle and/or end. | Not profound with many grammatical/mechanical mistakes. Script has no clear beginning, middle or end. |

Teacher Comments: Amazing and unique! I am so impressed!

Grade: 100

7th Grade Student Scriptwriting Rubric (Graded by teacher at the end of the process)

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My Goal for today is to focus on the beginning of the show
 My Grade for today would be a 4. I need to work on introducing the full movie
 My Goal for today is to finish our scene
 My Grade for today would be a 4. I need to work on introducing Ann
 My Goal for today is to introduce Ann more clearly
 My Grade for today would be a 4. I need to work on Adding more facts
 My Goal for today is to Add more lines to our script
 My Grade for today would be a 4. I need to work on start on making the show
 My Goal for today is to End the script
 My Grade for today would be a 3. I need to work on finish the script
 My Goal for today is to receive feedback on script
 My Grade for today would be a 4. I need to work on organization
 My Goal for today is to Finish script
 My Grade for today would be a 4. I need to work on editing
 My Goal for today is to write final copy of script
 My Grade for today would be a 4. I need to work on finish writing final piece
 My FINAL GRADE for scriptwriting would be a 4.
 I deserve this grade because We followed everything in the rubric and more!

7th Grade Student Scriptwriting Goal Sheet (Completed by students during several sessions of the scriptwriting process.)

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2/16/15
Date: 5/17/15
Date: 6/17/15
Anthony / Istiak

| Character list | Setting |
|-------------------|-------------|
| • Michael (bully) | • Joel room |
| • Joel (Victim) | • Kitchen |
| • Max (witness) | • School |
| • Joel's MOM | |

Scene 1

Joel: 1 2 3 4, 1 2 3 4 (does his dance routine)

Mom: Joel's Mom Time for dinner.

Joel: (turns off music) OK be right down. (goes down stage left)
Hi Mom.

Mom: Hey Joel.

Joel: So what's up?

Mom: Oh nothing, wait before I forget, does that kid Mike still bother you?

Joel: Ugh... no

Mom: Be honest with me.

Joel: Is that a new hair doo? *Vote!*

Mom: Stop trying to change the subject, does he bother you?

Joel: Ugh, Well he'll make his comment here and there about my dance but, I just ignore him.

Mom: Well I don't know if you know, but he broke into a kid at your school's house and completely messed up the place. I don't want that happening to us.

7th Grade Student Script (Final with notes from teacher)

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Max: Hey Joel, be there in 4 minutes

Joel: OK. See you then (hangs up phone)

Max: Is he here?

Joel: He'll be here in one minute

Michael (Still in Joel room) Say bye to your tap shoe Joel (throws them out the window)

Max (Walking along the house, gets hit by the tap shoes)
Ouch!!! What was that? I wonder what Joel is doing up there? (Picks up shoes and rings the door bell.)

Joel: Hey Max, ready to practice?

Max: Yea, but what were you doing up stairs?

Joel: What you mean?

Max: I heard banging, and your tap shoes fell on me.

Joel: But I wasn't in my room.

Max: Then who is? (both boys run to Joel room)

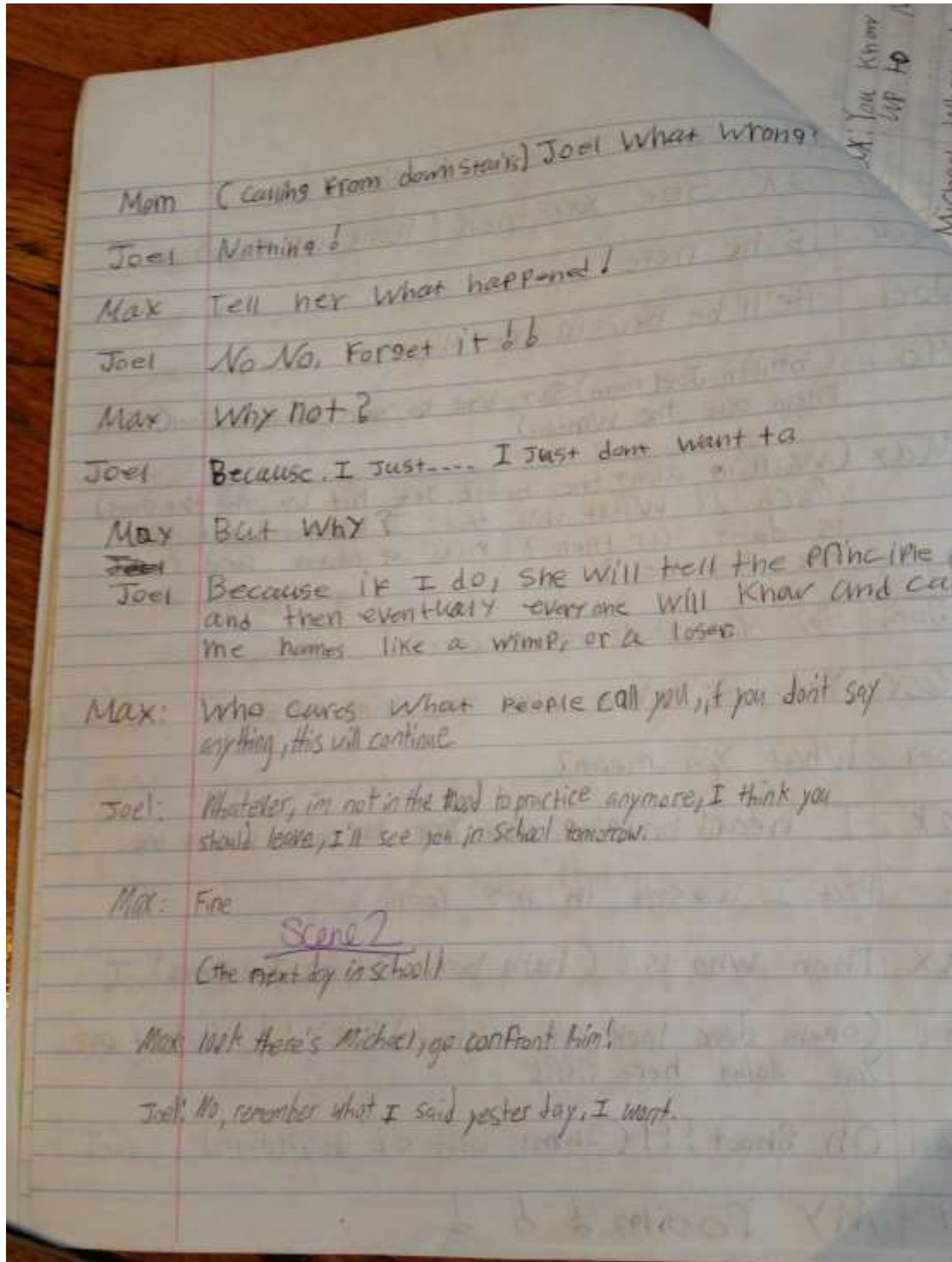
Joel (opens door, look at Michael) Hey!!! What you doing here ?!?!?

Michael: Oh Shoot!!! (Jumps out of window)

Joel: My room!!!

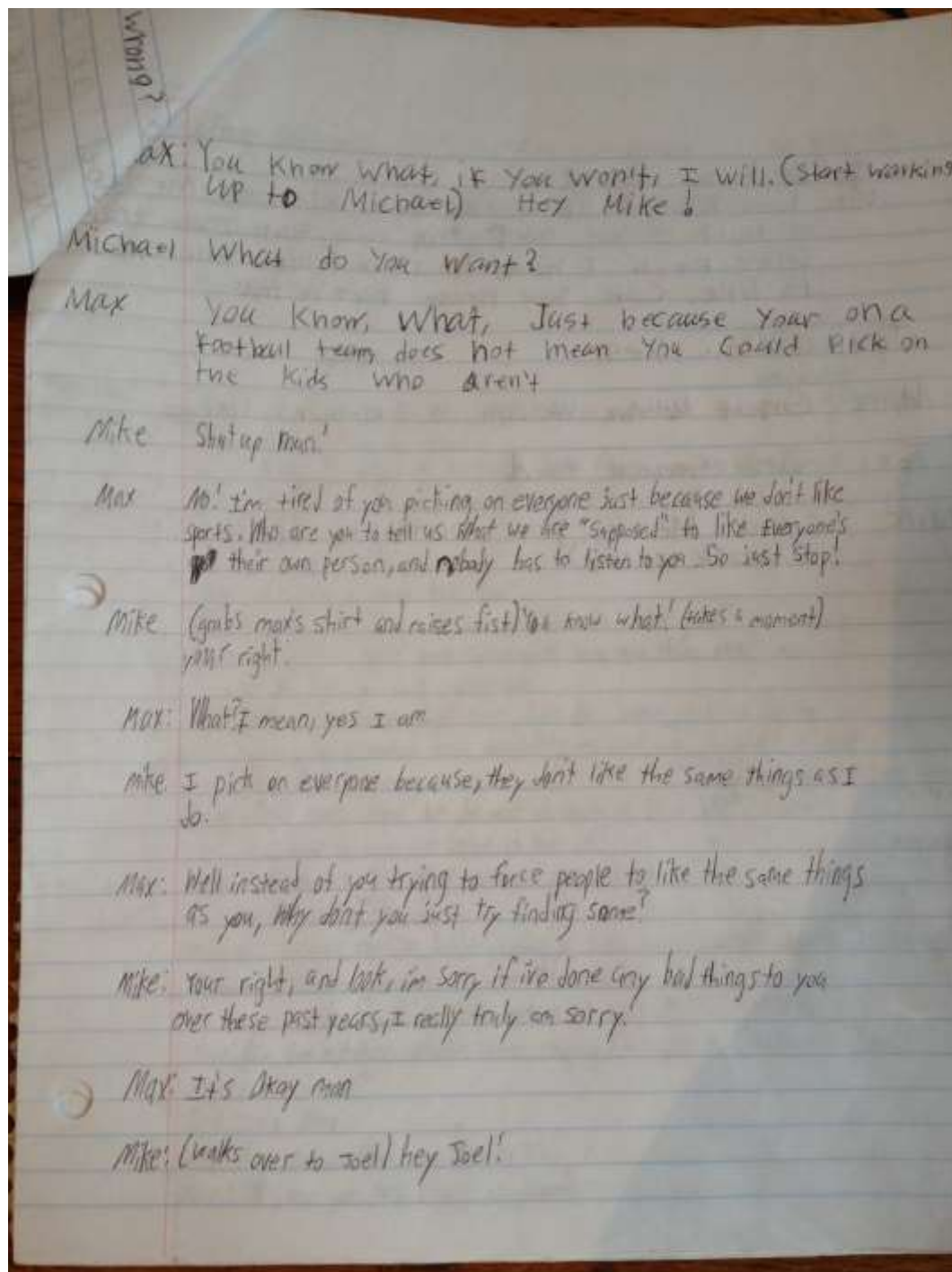
7th Grade Student Script (Final with notes from teacher)

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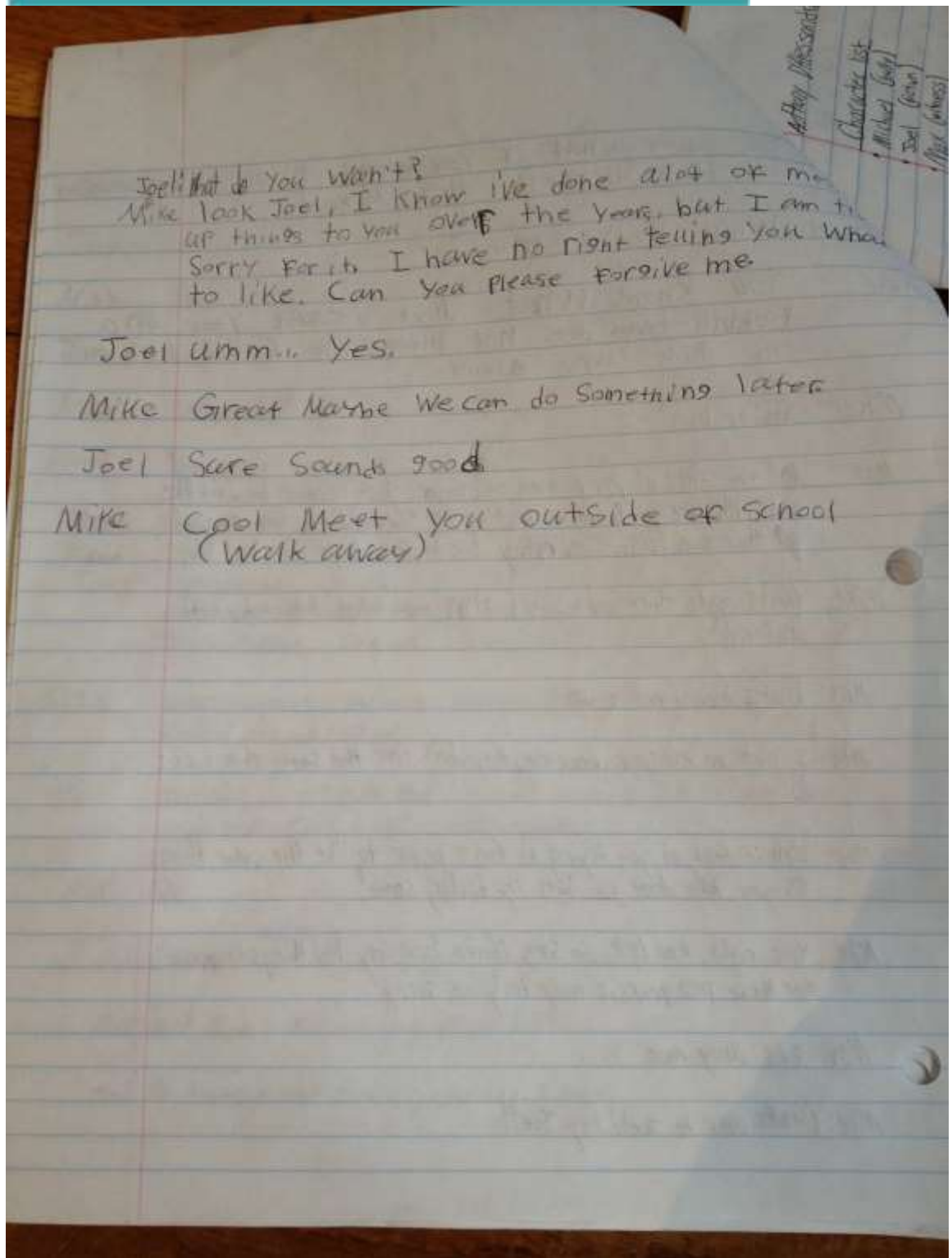
7th Grade Student Script (Final with notes from teacher)

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7th Grade Student Script (Final with notes from teacher)

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7th Grade Student Script (Final with notes from teacher)

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but I can't
What
of Me
+ of Me

Anthony IS+ICK 28, 28, 283

Character list

- Michael (bully)
- Joel (fiction)
- Max (witness)
- Joel's Mom

Settings

- Joel's room
- Kitchen

1st Rough Draft

Scene 1

Joel: 1, 2, 3, 4, 1, 2, 3, 4 (does his dance routine)

Mom: Joel!! Time for dinner.

Joel: Churns off music) OK, be right damn. (Goes downstage left) Hi Mom.

Mom: Hello, before I forget, does that kid Mike still bother you?

Joel: ugh, ... no.

Mom: Be honest with me.

Joel: Is that a new hair doo?

Mom: Stop trying to change the subject, does he bother you!

Joel: Ugh, well he'll make his comments here and there about my dance but, I just ignore him.

Mom: Well I don't know if you know, but he broke in to a kid at your school's house and completely messed up the place, I don't want that happening to us.

Joel: Don't worry about him, he won't do anything to us. ~~Mike~~, I invited Max over to hang out later is that ok?

Mom: sure that's fine. What are you guys going to do?

Joel: practice our dance routine. Mom: sure that's fine. What are you guys going to do?

Scene 2

Michael: (Starts climbing ladder, leading to Joel's room) (~~starts~~ climbing)

Michael: Hmmm where do I start? (takes out spray paint)

L.O.S.E.R (says letters out loud) (breaks other items)

Joel: In the kitchen, phone starts ringing. I'll get it. (Picks up phone)

Mom: Who is it?

Joel: It's Max.

Max: Hey Joel, be there in 2 minutes.

Joel: OK, see you then. (hangs up phone)

Joel: so what's up?

Needs to be more organized!!!

Spaces between lines

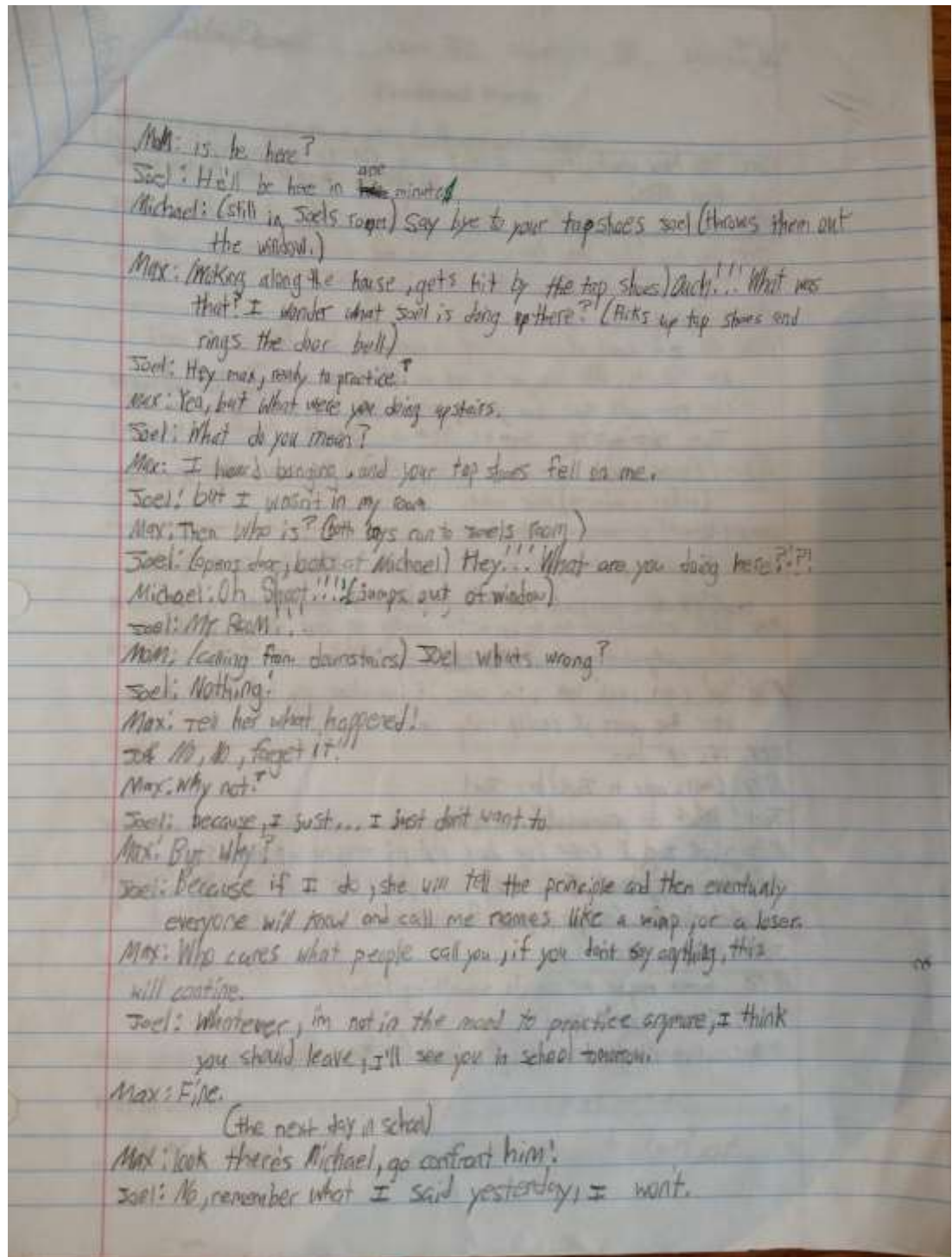
Mom: Does anyone else make fun of you?

Joel: no, no one else can we just do?

Mom: fine

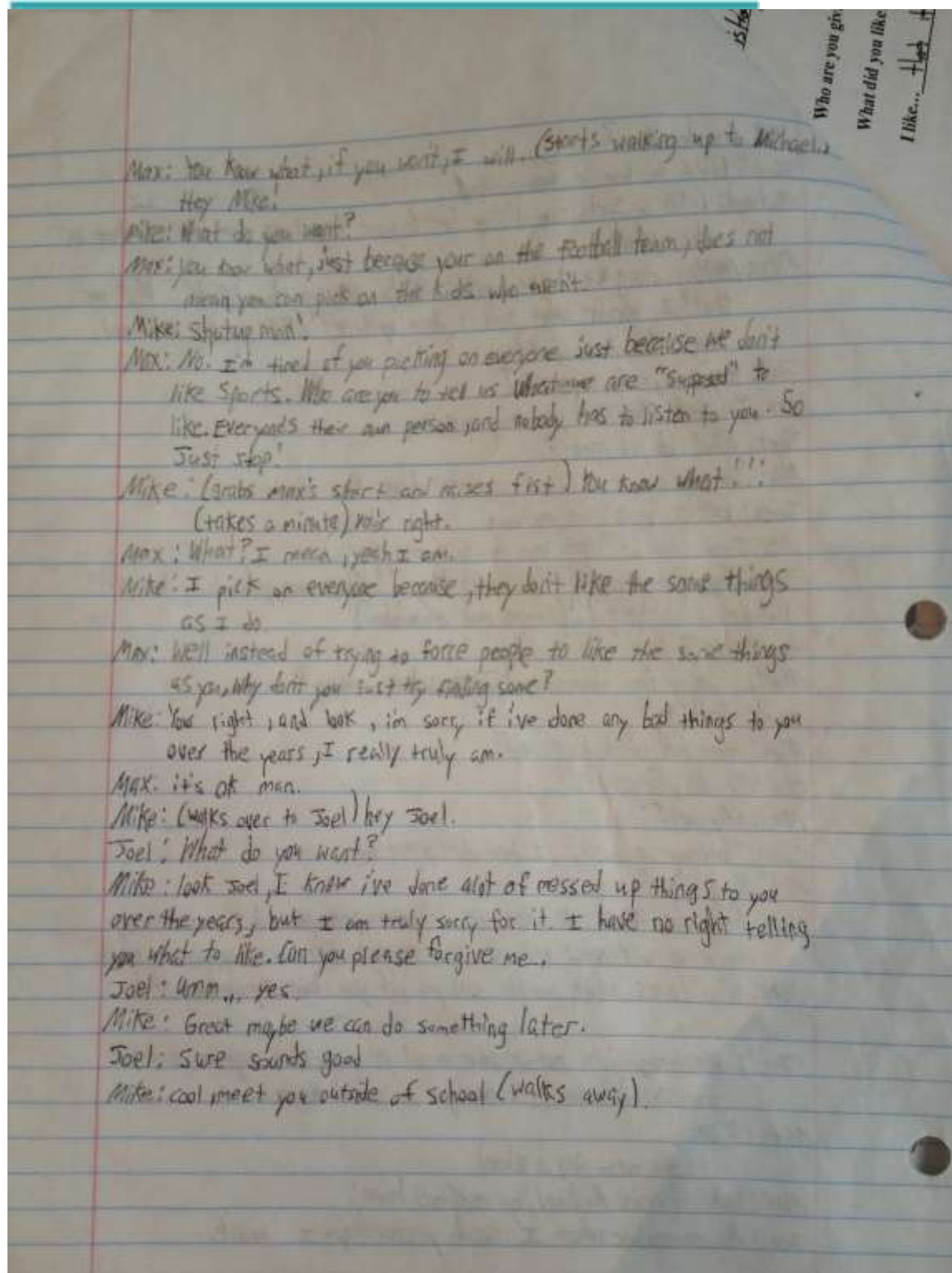
7th Grade Student Script (Rough Draft edited by another group)

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7th Grade Student Script (Rough Draft edited by another group)

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7th Grade Student Script (Rough Draft edited by another group)

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Listening/Derrick Class: 7B6 Theater UA: 7B Unit: script writing

Feedback Form

Who are you giving feedback to?: Anthony and Isiah

What did you like? Why did you like it?

I like... that it has alot of details

What did you notice?

I noticed... that there were some grammar errors

What do you wish they could have done better? How could they make it better?

I wish... it was cledy organized.

What are some questions that you have? What do you wonder?

I wonder if... the bully is going to stop bullying Joel.

What grade do they deserve? (Circle one) 1 2 (3) 4

Why do they deserve that grade? Their scenes were clear and they had a good script.

7th Grade Scriptwriting Peer Feedback Form (filled out by another group)

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Creating Characters: Main Character

Activity No. 4, A

oppressor



Student Worksheet

Name: Anthony

Class: 732 Theater VA 7B

The sex; age; cultural, ethnic, and religious backgrounds; geographical origin; physical appearance; mannerisms; voice and accent; values; likes and dislikes; and even the name of your main character (hero/heroine, protagonist) determine how other characters respond to him/her. Even more importantly, they determine how the audience responds. Think through what you want your main character to be or do before you determine each factor listed below.

Name: Michael Age: 16 Sex: Male

Cultural, ethnic, and religious backgrounds: Catholic

Geographical origin: New York

Physical description: Buff, normal nose, brown eyes,

Dress: black shirt, black pants, Jordan shoes

Mannerisms, typical gestures, and expressions: mean, angry, leader

Voice (accent, inflection, tone, volume, etc.): loud, tries to be cool

Most distinctive characteristic: _____

Education: LIC highschool, grades - F.

Occupation/Profession: be a boxer.

Family: parents got divorced, lives with mom.

Past history: Det was a criminal, went to jail.

Strengths (moral, physical, and intellectual): Strong

Weaknesses (moral, physical, and intellectual): grades

Values: being a thief

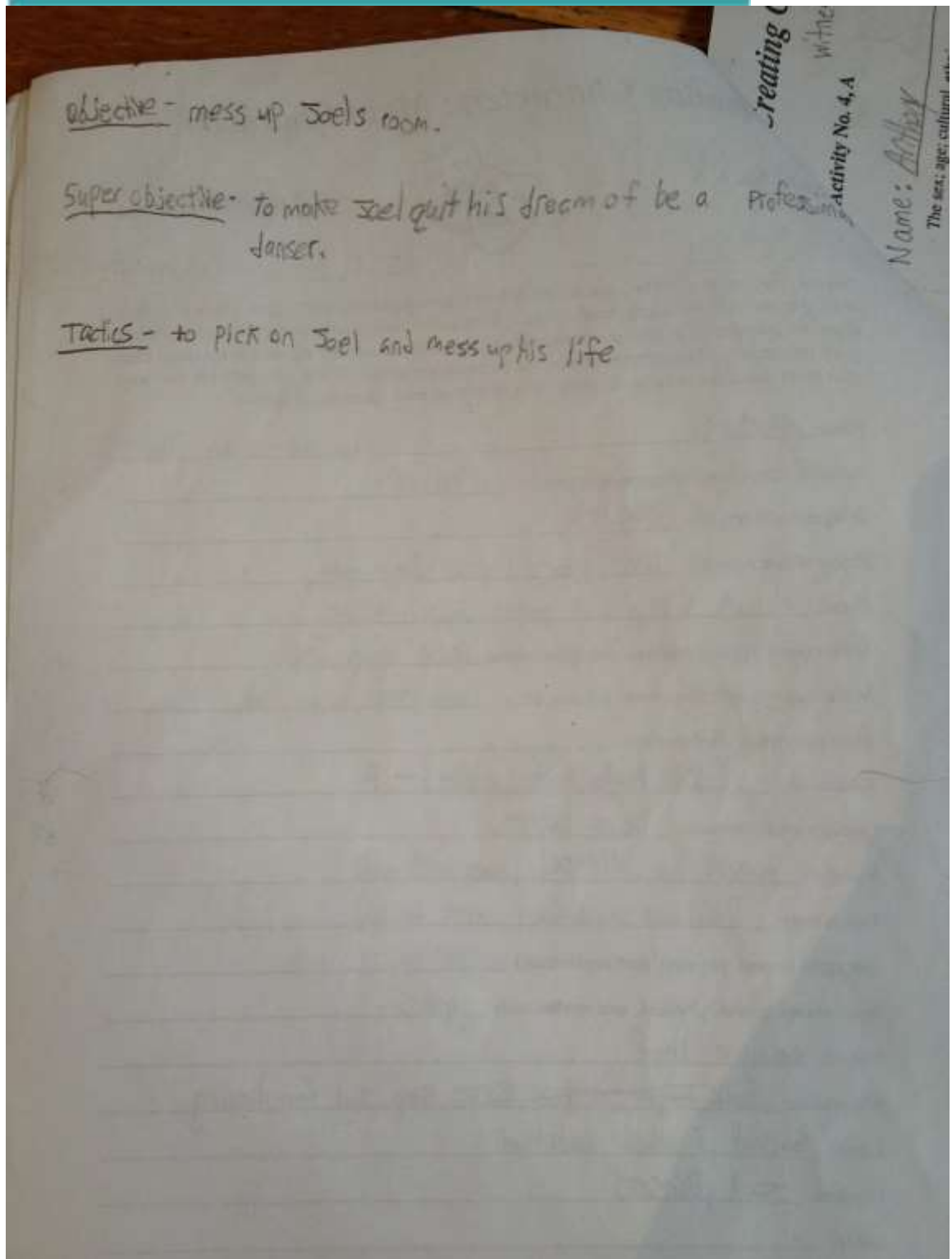
Motivation: ~~Hulk Hogan, Michael Vick~~ Stop Joel from dancing

Likes: Football, baseball, basketball

Dislikes: Joel, Dancers

Other: _____

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7th Grade Scriptwriting Character Objectives and Tactics

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profession

Creating Characters: Main Character

Activity No. 4, A *witness*



Student Worksheet

Name: Anthony Class: 732 Theater VA: 7B

The sex; age; cultural, ethnic, and religious backgrounds; geographical origin; physical appearance; mannerisms; voice and accent; values; likes and dislikes; and even the name of your main character (hero/heroine, protagonist) determine how other characters respond to him/her. Even more importantly, they determine how the audience responds. Think through what you want your main character to be or do before you determine each factor listed below.

Name: Max Age: 16 Sex: male

Cultural, ethnic, and religious backgrounds: Catholic

Geographical origin: New York

Physical description: skinny, round head, brown hair

Dress: Red shirt, black pants, white shoes

Mannerisms, typical gestures, and expressions: stey

Voice (accent, inflection, tone, volume, etc.): regular

Most distinctive characteristic: he likes dance to

Education: L.I.C. high school

Occupation/Profession: Dancer

Family: 2 parents only child

Past history: Joan's friend, they got to some dance club.

Strengths (moral, physical, and intellectual): Dancer, school

Weaknesses (moral, physical, and intellectual): Sports

Values: be a dancer

Motivation: Dancer

Likes: Dancing, music

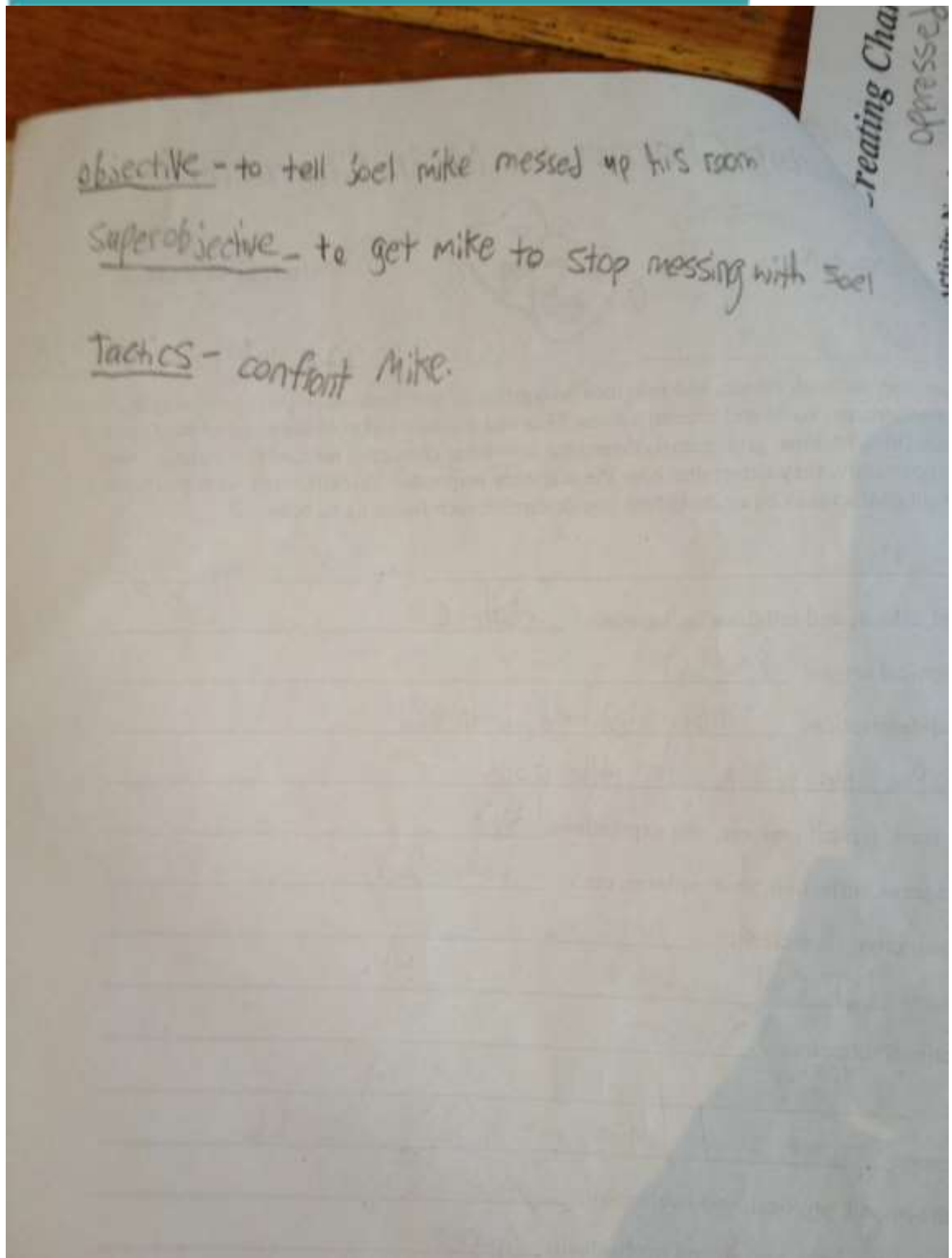
Dislikes: Mike.

Other: _____

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7th Grade Scriptwriting Character Biography

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objective - to tell Joel Mike messed up his room

Superobjective - to get Mike to stop messing with Joel

Tactics - confront Mike.

7th Grade Scriptwriting Character Objectives and Tactics

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Creating Characters: Main Character

Activity No. 4, A

Student Worksheet

Name: Istiaq Anwar



Class: 733 Theater VA: 7B

The sex; age; cultural, ethnic, and religious backgrounds; geographical origin; physical appearance; mannerisms; voice and accent; values; likes and dislikes; and even the name of your main character (hero/heroine, protagonist) determine how other characters respond to him/her. Even more importantly, they determine how the audience responds. Think through what you want your main character to be or do before you determine each factor listed below.

Name: Joel Joel Age: 16 Sex: Male

Cultural, ethnic, and religious backgrounds: Muslim

Geographical origin: NYC

Physical description: skinny, Mohawk,

Dress: Black shirt skinny jeans

Mannerisms, typical gestures, and expressions: happy, act of

Voice (accent, inflection, tone, volume, etc.): American

Most distinctive characteristic: _____

Education: Lic B

Occupation/Profession: Dancer

Family: 2 sister Parent, only son

Past history: Parents was a Pro Dancer

Strengths (moral, physical, and intellectual): Love

Weaknesses (moral, physical, and intellectual): Math

Values: _____

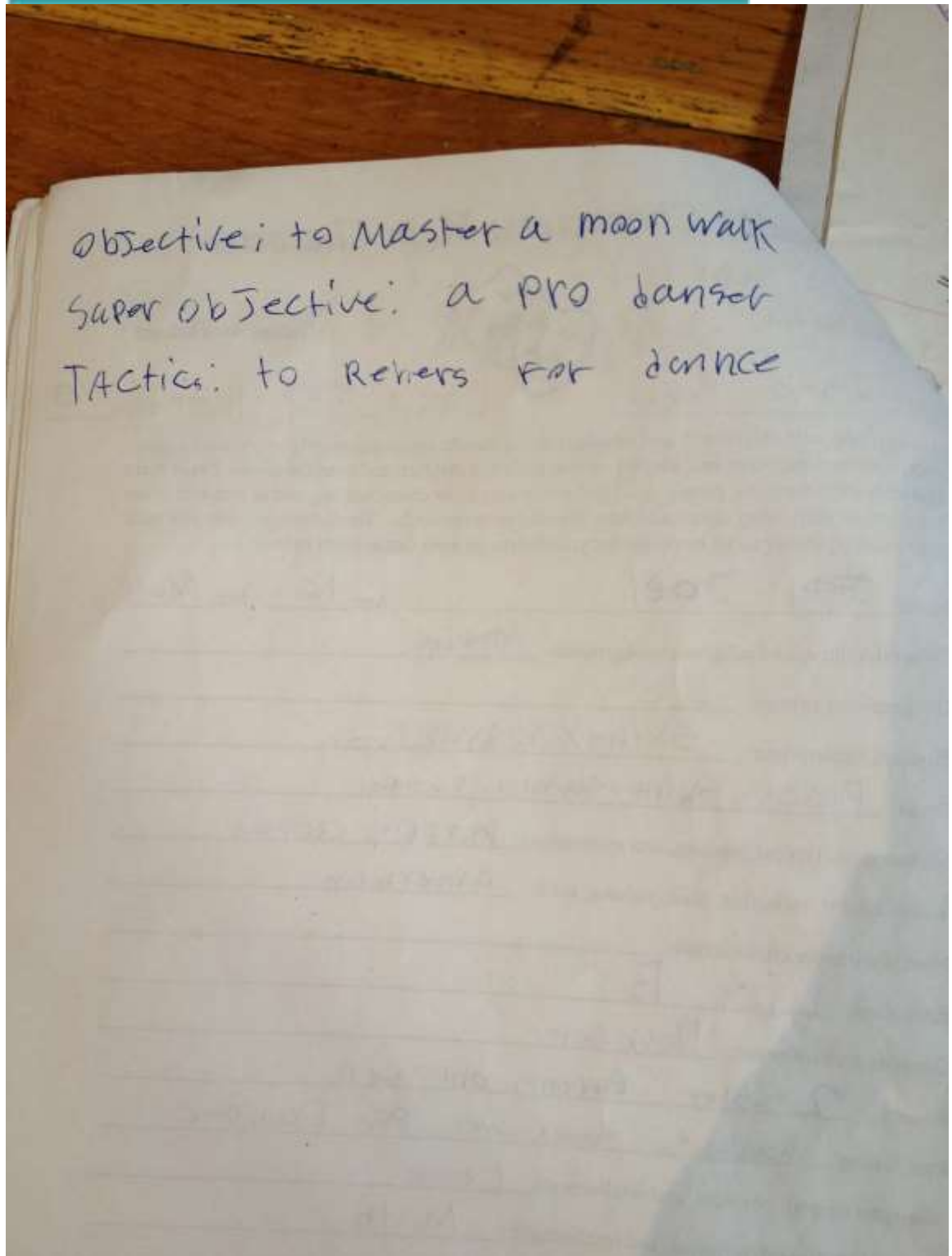
Motivation: dancer

Likes: dancing, Music, cats

Dislikes: Wet Doornub, Mickleal, mean people

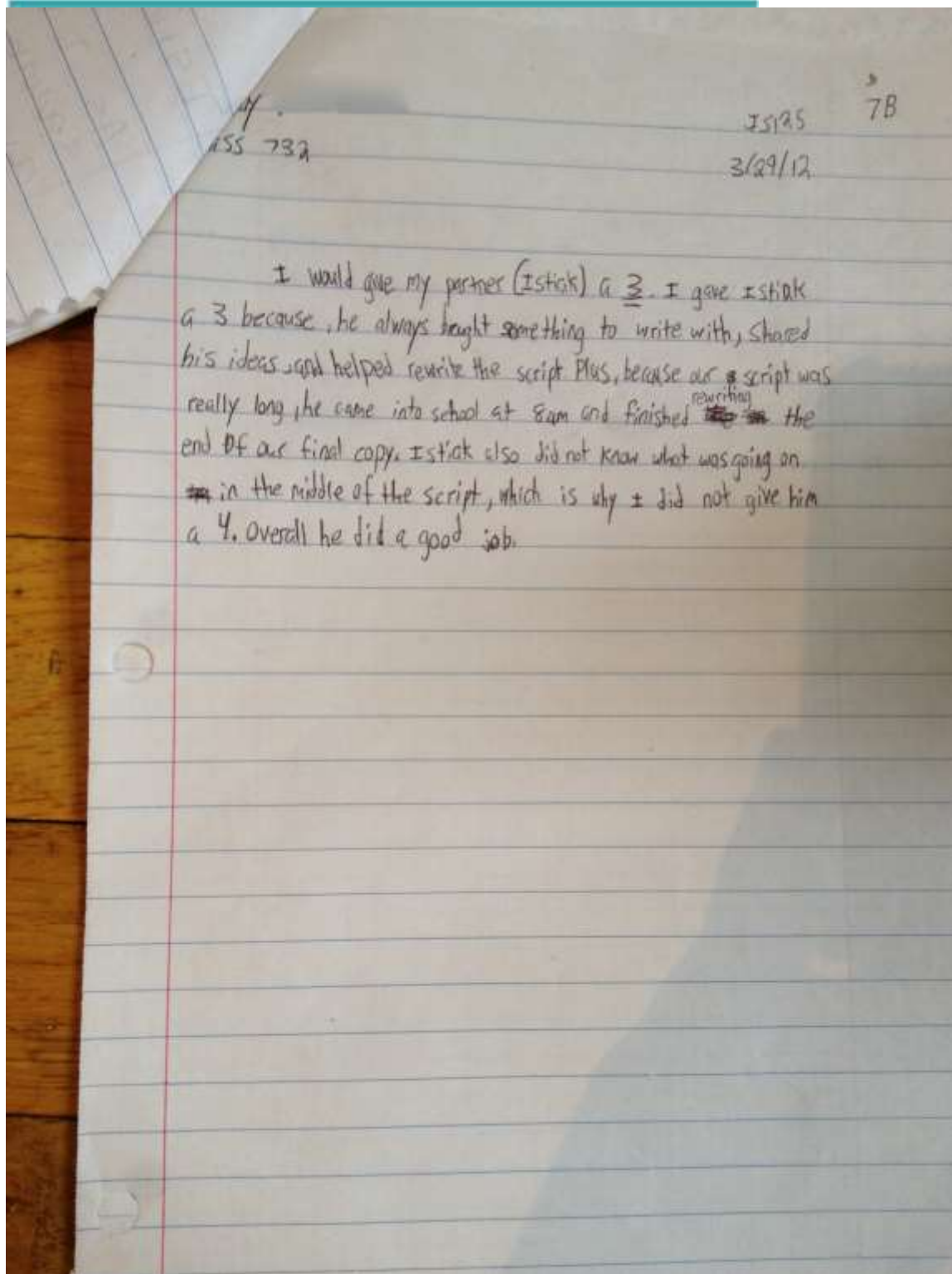
Other: _____

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7th Grade Scriptwriting Character Objectives and Tactics

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7th Grade Scriptwriting Partner Grade

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Istiaq
733

3/29/12

Working with my partner was fun. We both got our work done. My partner wrote the draft I wrote the final and yeah we both worked together. I have to give him more credit because he did most of the ~~work~~ work. ~~and~~ he was well behave. So I'll give him a (4)