Scary Story

by Dean Gladish

Dean Gladish 💬1

       A new student had recently been attending some of my classes. I had not taken notice of Orville, rather, he had taken notice of me. He would follow me in the hallways, and eventually we started to talk to each other. Our conversation would consist mostly of normal things, but he had the most piercing black eyes. He never spoke of anything pertaining to himself, and seemed to become increasingly derisive. We grew apart, and truthfully, I was relieved. He had always made me feel uneasy. After a few months he reentered my life. We had been assigned to the preparation and performance of the Shakespearean play "As You Like It", and despite my gut feeling of cold fear and revulsion, I agreed to collaborate with Orville. One day I needed to retrieve a prop for the preparation of this play, so I walked into a storage room to search for it. The room was dimly lit, cluttered with old dusty props and wood that seemed to be placed somewhat arbitrarily, with cobwebs hanging in the corners. Masks with disturbed faces hung on the walls. The room felt claustrophobic, and the air thick and hot. I stood in the middle, feeling an unreasonable fear from the depth of my being. Suddenly, I heard the click of the door behind me and the sound of laughter. I turned toward the door but I did not see anyone enter the room, and the lights suddenly fizzled and died. When I shouted into the darkness, a wet hand reached my mouth, smothering my screams. After a moment of muffled screaming and banging on the 💬2 wall, he grabbed me, quite violently, and threw me against the wooden props, tearing my arm, and removed his jacket. Within his chest was a disfigured head with a most terrifying set of blood-shot eyes and fanged teeth. I was stupefied, unable to move. The head, with spittle dripping off his fangs, uttered the phrase "Tu falsissimum est" in a bestial and unearthly voice. As I began to stand, I heard him writhing on the ground and a bestial voice telling me how I was a good actor. At this time of sheer madness, shaken out of my preconceived notions of reality, I

had a moment of true insight. I had been playing a predictable role in my world, a stage.

Orville, this utterly improbable entity, had shattered my reality, my play. Orville then abruptly

closed his jacket, straightened his hair, and turned to open the door. He said, "We're on, time for

us to play our parts".

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FINAL GRADE

GENERAL COMMENTS

15 /15

Instructor

PAGE 1

💬 **Comment 1**
need title

💬 **Comment 2**
good description

PAGE 2

EXPOSITION (20%)   0 / 5

The text sets up a story by introducing the event/conflict, characters and setting.

EXCEPTIONAL (5)	The text creatively engages the reader by setting out a well-developed conflict, situation, or observation. The text establishes one or multiple points of view and introduces a narrator and/or complex characters.
SKILLED (4)	The text engages and orients the reader by setting out a conflict, situation, or observation. It establishes one or multiple points of view and introduces a narrator and/or well-developed characters.
PROFICIENT (3)	The text orients the reader by setting out a conflict, situation, or observation. It establishes one point of view and introduces a narrator and/or developed characters.
DEVELOPING (2)	The text provides a setting with a vague conflict, situation, or observation with an unclear point of view. It introduces a narrator and/or underdeveloped characters.
INADEQUATE (1)	The text provides a setting that is unclear with a vague conflict, situation, or observation. It has an unclear point of view and underdeveloped narrator and/or characters.

DEVELOPMENT (20%)   0 / 5

The story is developed using dialogue, pacing, description, reflection and multiple plot lines.

EXCEPTIONAL (5)	The text demonstrates sophisticated narrative techniques, such as engaging dialogue, artistic pacing, vivid description, complex reflection, and multiple plot lines to develop experiences, events, and/or characters.
SKILLED (4)	The text demonstrates deliberate use of narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.
PROFICIENT (3)	The text uses narrative techniques, such as dialogue, description, reflection, that illustrate events and/or characters.
DEVELOPING (2)	The text uses some narrative techniques, such as dialogue or description that merely retells events and/or experiences.
INADEQUATE (1)	The text lacks narrative techniques and merely retells events and/or experiences.

ORGANIZATION (20%)   0 / 5

The text follows a logical sequence of events.

EXCEPTIONAL (5)	The text creates a seamless progression of experiences or events using multiple techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.

SKILLED (4)	The text creates a smooth progression of experiences or events using a variety of techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
PROFICIENT (3)	The text creates a logical progression of experiences or events using some techniques--such as chronology, flashback, foreshadowing, suspense, etc.--to sequence events so that they build on one another to create a coherent whole.
DEVELOPING (2)	The text creates a sequence or progression of experiences or events.
INADEQUATE (1)	The text lacks a sequence or progression of experiences or events or presents an illogical sequence of events.

STYLE (20%)   0 / 5

The text uses sensory language and details to create a vivid picture of the events, setting, and characters.

EXCEPTIONAL (5)	The text uses eloquent words and phrases, showing details and rich sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
SKILLED (4)	The text uses precise words and phrases, showing details and controlled sensory language and mood to convey a realistic picture of the experiences, events, setting, and/or characters.
PROFICIENT (3)	The text uses words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
DEVELOPING (2)	The text uses words and phrases and telling details to convey experiences, events, settings, and/or characters.
INADEQUATE (1)	The text merely tells about experiences, events, settings, and/or characters.

CONCLUSION (20%)   0 / 5

The text provides a conclusion that follows from the course of the narrative. The conclusion provides a reflection on or resolution of the events.

EXCEPTIONAL (5)	The text moves to a conclusion that artfully follows from and thoughtfully reflects on what is experienced, observed, or resolved over the course of the narrative.
SKILLED (4)	The text builds to a conclusion that logically follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
PROFICIENT (3)	The text provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
DEVELOPING (2)	The text provides a conclusion that follows from what is experienced, observed, or resolved over the course of the narrative.
INADEQUATE	The text may provide a conclusion to the events of the narrative.

(1)