

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Narrative Writing (Unit 4, pages 208–211)

Assignment: For *Resolutions*, an anthology of student writing, write a one- to two-page narrative about a true or fictitious conflict.

Second String

When Coach Jackson told Renee to stop by the office after practice, Renee practically skipped across the gym. “Maybe the coach is going to move me up from second string to the starting line-up,” Renee thought. She’d been playing really well. She hoped to be the first ninth grader ever to start on the JV basketball team.

Her heart was pounding when she sat down in the coach’s office, both from the workout she’d got at practice and from her excitement. But her coach didn’t look too happy.

“Renee, we have a problem,” said Coach Jackson.

Renee’s heart started beating faster, but now it was out of fear. “What do you mean?” she asked.

“You’re failing social studies and math. Until you pull your grades up, I’m going to have to suspend you from the team,” the coach said.

Renee felt like she’d been hit. She thought she was going to cry. This couldn’t be happening. She stared at the coach’s desk and took a couple of deep breaths. The coach had to give her a second chance!

“But I’ve been playing really well,” Renee said. “And I practice on the weekend at the Y, and I had that scholarship to basketball camp last summer and everything. My mom nearly wouldn’t let me go to that because she wanted me to stick around and take care of my baby brother, but I finally got her to let me go. You can’t kick me off the team now!”

“I’m sorry, Renee, but that’s the rule. You need a C average to play on the team.” The coach leaned back in her chair. She looked like she was thinking. “What about coming to the after-school tutoring sessions? They might help your school work.”

“I can’t. I have to babysit after school when we don’t have practice. My mom works until seven o’clock,” Renee said.

“Well, you could bring your brother along to the tutoring sessions if you want. It wouldn’t be a problem.”

“Really?” cried Renee. “That would be great. He’s really good. He won’t get into trouble or anything. I promise.” She was smiling again from ear to ear.

“Okay. If you come to tutoring twice a week, you can stay on the team for the rest of the semester. We’ll see how you’re doing by then,” Coach Jackson said.

Renee jumped up and hugged her coach. She might not be on the first string yet, but she was still on the team. Right now, that was all that mattered.

Opening establishes characters and setting and hooks readers’ interest.

Narrative quickly and clearly introduces the conflict.

Uses figurative language to bring the experience to life

Realistic dialogue advances conflict and provides relevant background information.

Ending shows a believable resolution of the conflict.

Summary: This piece uses effective dialogue and description to clearly introduce a conflict and show its resolution.

This piece would probably receive a 4 if evaluated by the holistic scoring method. It might receive a 98 if evaluated by the analytic scoring method—35 points for Focus/Organization, 33 points for Elaboration/Support/Style, and 30 points for Grammar, Usage, and Mechanics.