

# Writing Assessment and Evaluation Rubrics

Name ..... Class ..... Date .....

## 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.

#### Playing Basketball

Coach Jackson called me into her office after practice and I got so excited. I had played real good in the last few months and I thought maybe the coach was going to move me up from second string. I was hoping that I might be the first ninth grader ever to start on the JV Basketball Team. Now I don't care so much about that even though it would still be great.

*Opening introduces setting and characters, but order of events is unclear.*

I was nervous when I sat down. The coach didn't look too happy.

"Renee" she said "We have a problem." I was scared and I asked her why?

*Presents conflict, but contains errors in spelling and punctuation of dialogue*

"Well" said the coach "Your failing Social Studies and Math. You have to pull your grades up or else your suspended from the team."

It felt like somebody hit me in the stomach. I felt like crying. It wasn't fair. I knew I hadn't been doing too well, and I did real bad on my last tests, but I was trying my hardest. The problem was that with basketball practice and school and taking care of my baby brother I didn't have enough time. My mom doesn't get home until 7 pm sometimes. By then I am too tired to study too hard.

*Includes figurative language and background information*

Playing basketball is the most important thing in my life. I've played basketball since I was six. Last year I got a scholarship to a sports camp in Connecticut for three weeks. It was so fun. I learned a lot and I made a lot of cool friends too like Maria. She lives in Brooklyn and I still hang out with her on weekends we go to the Y and play one on one.

*Irrelevant details distract from the conflict.*

The coach said that I had to have at least a C average to stay on the team. Then she said,

Why don't you come to afterschool tutoring? They might help your schoolwork. I can't. I have to babysit after school whenever we don't have practice.

*Punctuation errors make dialogue confusing.*

But then she said that maybe I could bring my brother with me. That would be great. He's a really good kid. He's my stepbrother and I love him a lot so I don't mind taking care of him usually.

Okay, said coach Jackson. "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."

I was so excited I got to stay on the team I jumped up and hugged her.

*Ends with resolution, but lacks detail*

**Summary:** *This piece fulfills the assignment by focusing on a conflict and resolution; however, punctuation problems make the dialogue confusing, and the narrative lacks a clear organizational structure. The writing might be improved by revising it to include more effective transitions and to eliminate irrelevant details.*

*This piece would probably receive a 3 if evaluated by the holistic scoring method. It might receive an 80 if evaluated by the analytic scoring method—29 points for Focus/Organization, 28 points for Elaboration/Support/Style, and 23 points for Grammar, Usage, and Mechanics.*