

Writing Assessment and Evaluation Rubrics

Name Class Date

Above-average Writing Model

Writing Process in Action: Personal Writing (Unit 1, pages 36–39)

Assignment: For a magazine called *Everyday People*, write a one- to two-page autobiographical sketch about an incident or a person that has positively impacted your life.

Mrs. Katz's Dare

Last year, when eighth grade ended, I held A or B averages in every one of my classes and had made the honor role every semester. But when I started ninth grade, things suddenly changed. It seemed like no matter how hard I studied, I still struggled to keep up.

Opening introduces an interesting conflict and its possible significance.

Biology was the worst class of all for me. My teacher, Mrs. Katz, was all business. The first day of class she said that she would lock the lab door at 10:05 A.M. Anyone who showed up at 10:06 would be locked out of class and have to make up the work later. I had gym class right before biology, and the very next day, guess who got locked out? Me, of course! Every day after that I raced to get changed and across the school before Mrs. Katz locked the doors. But my gym teacher kept letting us out late, and so sometimes I'd still miss class.

Specific details provide background information and set up event.

I started to wonder how I'd loved science in eighth grade. Mrs. Katz assigned so much homework that I could barely finish the reading, let alone understand it. I was so nervous about messing up in class that when she called on me, I'd always end up giving the wrong answer. I even started hiding in the back row. When we finally had our first big test, I got a 64. I'd never gotten a D in science!

Shortly after that, Mrs. Katz asked me to stay after class. "What's going on Karen?" she asked briskly. "You're smart. Why are you failing my class?"

I was so scared I didn't know what to say. "I . . . I don't know," I stammered. I looked at the floor. I wished I were somewhere else.

She peered at me over her glasses for a minute. Then she sat back in her chair and said, "I dare you to do well in my class."

Dialogue sounds natural and brings interaction to life.

"Wh . . . what?" I said.

"I think you can get an A in this class, but you don't seem to think so yourself. So I dare you. I dare you to get an A. Meanwhile I'll talk to your gym teacher to make sure she stops letting class out late. And from now on, sit in the front row."

I don't remember what I said after that, but somehow her dare made me braver in class. I started asking questions about everything, and whenever I raised my hand Mrs. Katz would get a twinkle in her eye and say, "Yes Karen?"

Chronological order of events is easy to follow.

For our next class project I made a 3-D model of an animal cell out of beads and wire and painted macaroni. I had to stand in front of the class and give a five-minute presentation on the cell's functions. I was nervous, but I did it—and I got an A.

Ending statement emphasizes the significance of the incident.

Summary: This piece follows a clear, logical progression of ideas and events. Vivid details and effective dialogue help to bring the experience and its significance to life.

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, 35 points for Elaboration/Support/Style, and 28 points for Grammar, Usage, and Mechanics.