**Fiction Formative Assignment 2:** Giving and using feedback - To be completed before the 2nd rewrite
**Part of becoming a good writer is learning to give feedback, and use feedback to set writing goals.**

For this assignment, you will be placed in predetermined groups. In your group, you will decide what good feedback looks like and create a rubric that focuses your efforts according to the assignment attached. The goal of this assignment is to practice giving good feedback to peers (see Process Standard 4). Follow the steps carefully, and please keep in mind that all formative assignments are practice for future summative work. This assignment prepares you both for the summative paper in this unit, future feedback assignments and the final presentation.

**What you need: Each person will need his or her paper and his or her own copy of this packet.**

**When you are finished you and your group will submit everything together.**

**Step 1 (Process Standard 2)** Design a rubric. I have provided the criteria with a few descriptors. You will decide on the rest of the descriptors.

| Criteria | Wow! | That'll Do | Needs work |
|---|---|---|---|
| Positive Observations | | Evaluator provides at least 2 – 4 positive comments on what the writer is doing well | |
| Suggestions for change | Evaluator makes 5 or more suggestions as to what could be improved in the piece | | |
| Comments on the Writing Process | Evaluator's Feedback is focused and clear. All comments answer the questions how and why problem areas should be improved | | Evaluator's feedback is unclear and not applicable to the writing process. Comments do not answer the how and why for suggestions. |

**Step 2: Evaluators (Process Standard 2) give this to your evaluator!** To help you focus your comments, use the rubric above. You must complete two of these with two different peers. Please submit both feedback forms by the end of the hour.

Evaluate your partners' papers according to the skills chart on the other side of this page. Remember, be objective honest, and kind. When you are finished, go to Step 3.

## Evaluation: Introductions and Dialogue

| Exposition | 5 = excellent | Comments & suggestions |
|---|---|---|
| Insightfully addresses all aspects of the prompt | 5 4 3 2 | |
| Skillfully focuses, engages and orients the reader by setting out a conflict, situation, or observation and its significance. | 5 4 3 2 | |
| Establishes one or multiple points of view | 5 4 3 2 | |
| Introduces a narrator and/or well-developed characters. | 5 4 3 2 | |
| **Dialogue** | | |
| Skillfully uses dialogue to add complexity to characters, pacing and plot | 5 4 3 2 | |
| Dialogue tags add emotion and dimension to characters | 5 4 3 2 | |
| Avoids repetitive and expected dialogue tags | 5 4 3 2 | |

**Step -3 (process Standard 1 b) Writers, read through the comments made by your evaluator. Use the feedback on your paper to set goals for future editing.**

**Here's how you do it:**

- **Read through the comments**
- **Make a goal setting list of what needs to be addressed ( you should have at least 10)**
- **Number or order them according to importance**
- **Write a paragraph explaining the following aspects:**
  1. **Why and how you composed your list.**
  2. **Why you ordered your list the way you did**
  3. **How giving reading someone else's paper and giving feedback have helped you develop as a writer**
  4. **How will today's feedback function in your writing process (how does it help?)**
- **Submit your evaluated paper, both rubrics and comment sheet, and your plan of attack with paragraph.**

| **Formative rubric for Process Standard 1:** Reflect on intent and processes of writing | | |
|---|---|---|
| **1** | **2** | **3** |
| - All parts of the feedback and reflection packet and original paper are completed and included<br>- Goal setting list is included with at least 10 items.<br>- Goal setting items are ordered and/or numbered according to importance.<br>- Paragraph is highly developed and organized<br>- Paragraph answers every answers every aspect of the prompt | - All parts of the feedback and reflection packet and original paper are completed and included<br>- Goal setting list included but does not include 10 items.<br>- Goal setting items are ordered according to importance<br>- Paragraph answers most aspects of the prompt | - Missing parts of the feedback and reflection packet and original paper<br>- Not all parts of the feedback packet are included<br>- Does not include list<br>- Paragraph does not answer the prompt or is missing. |