Non-Fiction Formative Assignment 3: Using and giving good feedback

Part of becoming a good writer is learning to give feedback, and use feedback to set writing goals.

For this assignment, you will partner with one other person. Like last time, you will decide what good feedback looks like and create a rubric that focuses your efforts according to the assignment attached. 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 2 copies of 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 - Read Aloud:

- You MUST do this out loud. It is important for the writer to hear how his or her words sound to a reader.
- Both writer and evaluator have a copy of the paper in front of them. Critic reads the paper word for word to the writer.
- If and when the reader stumbles over sentences, or breaks rhythm, it is a good sign that there is an issue with the text
- We are looking for ways to convey our message clearly, without *telling.*
- Focus on figurative language and ways to include things like connotation, hyperbole, metaphor, simile, personification, etc.
- Both writer and critic circle anything that is confusing or does not make sense.
- Discuss and problem areas. What could be done to fix some of the confusing areas?
- Write on the paper your plans to revise and change for your next draft.

When you are finished, switch writers and repeat

Step 3 - Reflection:

Find a quiet space away from your partner and quietly reflect on your paper as it currently stands. In a well-developed paragraph, grade your partner on the rubric you created, and answer the following questions to help improve your paper:

- What is the biggest strength of your piece?
- What needs to be changed? Make a list and be specific!
- What are you going to do tonight to improve your writing?
- Were you surprised in how your reader interpreted your text why or why not?
- What are your editing priorities?
- How did this round of feedback affect your writing process?
- What would you like help on?

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 - Goal setting list is included within the paragraph - Paragraph is highly developed and organized - Paragraph answers every answers every aspect of the prompt	- All parts of the feedback and reflection packet and original paper are completed and included - Goal setting is included with in the paragraph - Paragraph answers most aspects of the prompt	- Missing parts of the feedback and reflection packet and original paper - Not all parts of the feedback packet are included - Does not include goal setting within the paragraph - Paragraph does not answer the prompt or is missing.