

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

## Peer Editing

Step 1: Whose paper are you peer reviewing? \_\_\_\_\_

Step 2: Read the student essay and use the rubric excerpt for each section to determine a grade for that piece of the essay.

Step 3: After you have gone through questions about each section, use the table at the end to give an overall grade.

### Content

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
● Expert connection made between how colors are created in fireworks and how electrons are moving in specific types of elements	● Connection made between how colors are created in fireworks and how electrons are moving in specific types of elements	● Some connection made between how colors are created in fireworks and how electrons are moving in specific types of elements, but has errors	● Little to no connection made between how colors are created in fireworks and how electrons are moving in specific types of elements or has major errors

Did the essay connect the firework's color with how electrons move to produce that color?

- ☐ There is a connection and it flowed as if the writer knew exactly what they were talking about. (Advanced/A)
- ☐ There is a connection and the information is correct, but it seems to have merely been placed in the essay (eg, copy-and-pasted). (Proficient/B)
- ☐ There is a connection but the information is not entirely correct. (Developing/C)
- ☐ There is no connection. (Beginning/DF)

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
● Use of references between fireworks article, workbook notes and activities/labs, and outside sources done expertly and with correct references (MLA)	● Use of references between fireworks article and workbook notes and activities/labs done with correct references (MLA)	● Some use of references between fireworks article and workbook notes and activities/labs done with references (MLA), but has errors	● Little to no use of references between fireworks article and workbook notes and activities/labs done with references (MLA), but has errors

Did this essay use references and cite them properly using MLA format?

- ☐ They used the fireworks article, notes and labs, and outside sources in correct MLA format. (Advanced/A)
- ☐ They used the fireworks article, notes and labs, but no outside resources; correct MLA format. (Proficient/B)
- ☐ They used the fireworks article, notes and labs, but the MLA format is not entirely correct. (Developing/C)
- ☐ They used few to no references and there are errors in what references there are. (Beginning/DF)

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Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
<ul style="list-style-type: none"> <li>● Demonstrates deep level of knowledge and applies it to other circumstances besides fireworks and lab activities.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates knowledge and may apply it to other circumstances besides fireworks and lab activities but may need some work.</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrates some knowledge and may apply it to other circumstances besides fireworks and lab activities but needs work.</li> </ul>	<ul style="list-style-type: none"> <li>● Does not demonstrate significant knowledge or apply it to other circumstances.</li> </ul>

Did this essay show knowledge and apply it to various circumstances?

☐ There is a deep level of knowledge and it is applied to circumstances other than fireworks and the lab.

(Advanced/A)

☐ There is knowledge and it is applied to other circumstances, but not in detail. (Proficient/B)

☐ There is some knowledge shown but the application to other circumstances is incomplete. (Developing/C)

☐ There is little knowledge shown or no application to other circumstances. (Beginning/D)

Figuring Out the Grade	
Content Connection Grade: _____	Overall Content Grade (average of three grades to left)
References Grade: _____	
Knowledge Grade: _____	

### Writing Structure

#### **Introduction**

There should be 1-2 sentences that grabs the reader's attention and introduces the topic of the paper (the hook).

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
<b>Attention Getter/Hook:</b> <ul style="list-style-type: none"> <li>● 1-2 sentences that grabs reader's attention and introduces the topic of paper</li> <li>● Expertly written and highly relevant to paper contents</li> </ul>	<b>Attention Getter/Hook:</b> <ul style="list-style-type: none"> <li>● 1-2 sentences that grabs reader's attention and introduces the topic of paper</li> <li>● Relevant to paper contents</li> </ul>	<b>Attention Getter/Hook (needs work):</b> <ul style="list-style-type: none"> <li>● 1-2 sentences that grabs reader's attention and introduces the topic of paper</li> <li>● Lacks relevancy to paper contents</li> </ul>	<b>Attention Getter/Hook (needs a lot of work):</b> <ul style="list-style-type: none"> <li>● 1-2 sentences that grabs reader's attention and introduces the topic of paper</li> <li>● Lacks relevancy to paper contents</li> </ul>

The hook for this essay is:

☐ Relevant to the topic and makes you very interested in what the essay will talk about. (Advanced/A)

☐ Relevant to the topic, but doesn't make you interested in what the essay will talk about. (Proficient/B)

☐ Only somewhat relevant to the topic and not very interesting. (Developing/C)

☐ Not relevant to the topic and not interesting. (Beginning/DF)

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Every essay needs a thesis. A thesis is a claim that the writer is making and the rest of the essay explains why that claim is true. For example: "The novel *To Kill A Mockingbird* powerfully analyzes the theme of isolation and its causes through the stories of several unusual characters." The rest of this essay would then provide examples of how the novel did this.

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
Thesis: ● Clearly and expertly answers prompt	Thesis: ● Clearly answers prompt	Thesis (needs work): ● May answer prompt	Thesis (needs a lot of work): ● May answer prompt

This thesis:

- ☐ Answers the prompt in a way that shows the writer clearly knows what they are talking about. (Advanced/A)
- ☐ Answers the prompt. (Proficient/B)
- ☐ Somewhat answers the prompt. (Developing/C)
- ☐ May answer the prompt but it is not clear. (Beginning/DF)

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
I, II, III Sentence(s) ● Expertly foreshadows 3 main points ● Makes 1-2 sentences out of 3 main points to explain how you are going to prove thesis	I, II, III Sentence(s) ● Foreshadows 3 main points ● Makes 1-2 sentences out of 3 main points to explain how you are going to prove thesis	I, II, III Sentence(s) (needs work): ● Foreshadows 3 main points ● Makes 1-2 sentences out of 3 main points to explain how you are going to prove thesis	I, II, III Sentence(s) (needs a lot of work): ● Foreshadows 3 main points ● Makes 1-2 sentences out of 3 main points to explain how you are going to prove thesis

Does the introduction paragraph provide three main points that will be discussed in the main body of the essay?

- ☐ The introduction paragraph foreshadows the three main points clearly and uses a couple sentences to explain how these points are going to prove the thesis. (Advanced/A)
- ☐ The introduction paragraph foreshadows the three main points and somewhat explains how these points are going to prove the thesis (Proficient/B)
- ☐ The introduction paragraph foreshadows the three main points but the explanation of how these points will prove the thesis is unclear. (Developing/C)
- ☐ The introduction paragraph may foreshadow the three main points but does not explain how these points are going to prove the thesis. (Beginning/DF)

Every introduction paragraph has one sentence that ends the paragraph and leads into the rest of the essay. This is called a transition statement.

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
Transition: ● 1 sentence that flawlessly leads into rest of paper	Transition: ● 1 sentence that leads into rest of paper	Transition (needs work): ● 1 sentence that leads into rest of paper	Transition (needs a lot of work): ● 1 sentence that leads into rest of paper

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This transition statement:

- ☐ Is expertly written and has a logical transition from the introduction to the body of the essay. (Advanced/A)
- ☐ Is well written and transitions from the introduction to the body of the essay. (Proficient/B)
- ☐ Transitions from the introduction to the body of the essay but it does not flow well. (Developing/C)
- ☐ Does not exist. (Beginning/DF)

Figuring Out the Grade	
Hook Grade: _____	Overall Introduction Grade (average of three grades to left)
Thesis Grade: _____	
I, II, III Sentences Grade: _____	
Transition Grade: _____	

### Body Paragraphs

Each body paragraph should have a main point accompanied with three supporting pieces of information, which have clear explanations.

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
<ul style="list-style-type: none"> <li>● Main point expertly supports thesis and starts off the paragraph</li> <li>● 3 supporting pieces of information/evidence show clear connection to thesis for the main point</li> <li>● 3 clear explanations for the supporting evidence</li> <li>● MLA format followed</li> <li>● Outside resources used</li> </ul>	<p>Work needed on 1 or 2 of the following:</p> <ul style="list-style-type: none"> <li>● Main point supports thesis and starts off the paragraph</li> <li>● 3 supporting pieces of information/evidence show a connection to thesis for the main point</li> <li>● 3 explanations for the supporting evidence</li> <li>● MLA format followed</li> </ul>	<p>Work needed on 2 or 3 of the following:</p> <ul style="list-style-type: none"> <li>● Main point supports thesis and starts off the paragraph</li> <li>● 3 supporting pieces of information/evidence show a connection to thesis for the main point</li> <li>● 3 explanations for the supporting evidence</li> <li>● MLA format followed</li> </ul>	<p>Work needed on all of the following:</p> <ul style="list-style-type: none"> <li>● Main point supports thesis and starts off the paragraph</li> <li>● 3 supporting pieces of information/evidence show a connection to thesis for the main point</li> <li>● 3 explanations for the supporting evidence</li> <li>● MLA format followed</li> </ul>

Does each body paragraph include a main point and three pieces of supporting information along with clear explanations?

- ☐ Yes; each piece of evidence is clearly explained, connects well to the main point, and is cited using MLA format. Additional sources are also used. (Advanced/A)
- ☐ Yes; each piece of evidence is explained, connects to the main point, and is cited using MLA format. (Proficient/B)
- ☐ Yes; but all pieces of evidence may not be explained well, may not connect to the main point, or may not be cited correctly. (Developing/C)
- ☐ There is a main point with supporting evidence but it may not be explained or cited. (Beginning/DF)

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## Conclusion

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
Thesis: ● Clearly and expertly restates prompt in a new way	Thesis: ● Clearly restates prompt, may be in a new way	Thesis(needs work): ● Restates prompt	Thesis(needs a lot of work): ● Restates prompt

Did the conclusion restate the prompt?

- ☐ Yes, and in a new and creative way. (Advanced/A)  
☐ Yes, in a new way. (Proficient/B)  
☐ Yes, exactly as it was stated before. (Developing/C)  
☐ Yes, but not clearly. (Beginning/DF)

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
I, II, III Sentence(s) ● Expertly restates 3 main points ● 1-2 sentences of 3 main points explains how thesis was proven	I, II, III Sentence(s) ● Restates 3 main points ● 1-2 sentences of 3 main points explains how thesis was proven	I, II, III Sentence(s) (needs work): ● Restates 3 main points ● 1-2 sentences of 3 main points explain how thesis was proven	I, II, III Sentence(s) (needs a lot of work): ● Restates 3 main points ● 1-2 sentences of 3 main points explains how thesis was proven

Does the conclusion restate the three main points?

- ☐ Yes; the conclusion restates the three main points differently than earlier in the essay and explains how they support the thesis. (Advanced/A)  
☐ Yes; the conclusion restates the three main points and explains how they support the thesis. (Proficient/B)  
☐ Yes; the conclusion restates the three main points but does not explain how they support the thesis well. (Developing/C)  
☐ Yes; the conclusion restates the three main points but there is no explanation. (Beginning/DF)

Advanced (4/A)	Proficient (3/B)	Developing (2/C)	Beginning (1/DF)
Wrap-up: ● 1 sentence that flawlessly concludes paper	Wrap-up: ● 1 sentence that concludes paper	Wrap-up(needs work): ● 1 sentence that concludes paper	Wrap-up(needs a lot of work): ● 1 sentence that concludes paper

Does the conclusion paragraph end with a sentence that wraps up the whole essay?

- ☐ There is a sentence which clearly closes the essay. (Advanced/A)  
☐ There is a sentence which closes the essay. (Proficient/B)  
☐ There is a sentence that attempts to wrap up the essay, but it does not tie up all loose ends. (Developing/C)  
☐ There is a sentence that ends the essay, but it does not wrap things up. (Beginning/DF)

Figuring Out the Grade	
Thesis Grade: _____	Overall Conclusion Grade (average of three grades to left)
I, II, III Sentences Grade: _____	
Wrap Up Grade: _____	

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Period: \_\_\_\_\_

Figuring out the Final Grade		
Essay Section	Enter your score in the blank, and complete the math.	Your answer from the box at left goes here.
Content: 50%	_____ x .50	= _____
Introduction: 15%	_____ x .15	= _____
Body Paragraphs: 20%	_____ x .20	= _____
Conclusion: 15%	_____ x .15	= _____
		Add the answers from the four boxes above here = _____
		1-2 = D 2-3 = C 3-4 = B 4 = A

What some things this paper did really well? Not so well?