

Required Element	Yes	No
INTRODUCTION		
Is there an attention getting starter?		
Is there a strong thesis that states the author's position and shows where the essay is going?		
BODY: Paragraph # 1		
Are transitions words used?		
Does the first sentence state the claim?		
Is the claim supported by evidence?		
Is the evidence paraphrased and cited?		
BODY: Paragraph #2		
Are transitions words used?		
Does the first sentence state the claim?		
Is the claim supported by evidence?		
Is the evidence paraphrased and cited?		
BODY: Paragraph #3		
Is vocabulary used to introduce the other side of the argument?		
Does the first sentence state a rebuttal?		
Is there evidence to claim the rebuttal?		
Does the author explain why the claim is wrong or overstated?		
Is the evidence paraphrased and cited?		
SOURCES		
Are all 3 sources cited?		
CLOSING		
Does the conclusion summarize the argument?		
Does the conclusion tie back to the thesis?		

+ Positive Aspects of Response	Δ Suggestions for Improvement
<ul style="list-style-type: none"> <input type="checkbox"/> The essay is organized. <input type="checkbox"/> The thesis clearly states the author's position. <input type="checkbox"/> All 3 sources are cited. <input type="checkbox"/> The intended argumentation is clear and comprehensible. <input type="checkbox"/> The argumentative claims are detailed. <input type="checkbox"/> There is a variety of vocabulary. <input type="checkbox"/> The language of the essay is accurate and controlled with few errors. <input type="checkbox"/> There are a variety of sentences: simple, compound, and complex. <input type="checkbox"/> The closing accurately summarizes the argument and ties back to the thesis. 	<ul style="list-style-type: none"> <input type="checkbox"/> The essay is disorganized. <input type="checkbox"/> The thesis does not state the author's position or is unclear/confusing. <input type="checkbox"/> 3 sources are not cited. <input type="checkbox"/> The intended argumentation is unclear and/or confusing to the reader. <input type="checkbox"/> The argumentative claims are incomplete and/or basic. <input type="checkbox"/> The vocabulary is repetitive and/or limited. <input type="checkbox"/> The language of the essay is inaccurate and lacks control with several errors. <input type="checkbox"/> There are mostly simple sentences and/or a few compound sentences. <input type="checkbox"/> The closing does not accurately summarize the argument and/or does not tie back to the thesis.

Personal Reflection

I (agree / disagree) with my partner's comments because...

2 Stars	1 Wish
Complete 2.	Complete 1.
I like the way you...	I didn't understand...
You did an excellent job of...	I think it would be clearer if...
I thought it was very effective when you...	

Personal Reflection

For my next essay, I will continue to... (what you did well)

For my next essay, I will concentrate on... (what you can improve upon)

What is your action plan to improve it?

- Use a greater variety of vocabulary and/or use words I learned outside of class
- Include compound sentences by using words like *and*, *but*, *however*, *including*, *etc.*
- Include complex sentences by using the subjunctive
- Extend my argumentation with additional details
- Other _____

	5	4	3	2	1
Treatment of Topic	Effective	Generally effective	Suitable	Unsuitable	Almost none
Comprehension of sources	High, very few minor inaccuracies	Demonstrates comprehension, may include a few inaccuracies	Moderate, some inaccuracies	Low; information may be limited or inaccurate	Poor; frequent and significant inaccuracies
Integrates content from sources	All three in support of essay	Summarizes with limited integration content from all 3 in support of the essay	Summarizes content from at least 2 sources in support of essay	Summarizes 1 or 2, may not support essay	Repeats statements from sources or may not reference any sources
Presentation and defense of student's viewpoint	Presents and defends, high degree of clarity, argues with coherence and detail	Presents and defends with clarity, develops argument with coherence	Presents and defends, develops argument with some coherence	Presents or suggests, develops argument somewhat incoherently	Minimally suggests, argument is undeveloped or incoherent
Organization and use of transitional elements	Organized, effective use	Organized, some effective use	Some organization, limited use	Limited organization, ineffective use	Little or no organization, absence of transitional or cohesive elements
Comprehensibility	Fully understandable, with ease and clarity of expression; occasional errors do not impede	Fully understandable, with some errors that do not impede comprehensibility	Generally understandable, with errors that may impede comprehensibility	Partially understandable, with errors that force interpretation and cause confusion for the reader	Barely understandable, with frequent or significant errors that impede comprehensibility
Vocabulary	Varied and appropriate	Varied and generally appropriate	Appropriate but basic	Limited	Very few; none
Usage	Accuracy and variety, few errors	General control	Some control	Limited control	Little or no control
Writing Structure	Paragraph-length discourse, variety of simple and compound sentences, some complex	Mostly paragraph-length discourse, simple, compound, and a few complex sentences	Uses strings of mostly simple sentences with a few compound sentences	Uses strings of simple sentences and phrases	Very simple sentences or fragments

