

PROCESS TASK FOUR

Peer Editing: Intro, Body Paragraph Conclusion

Standards

1. Identify the key parts of an introduction (e.g., hook, background, bridge, main claim) and explain their function and importance within the introduction structure.
2. Recognize an author's main claim and analyze the evidence an author uses to support their position on a topic.
3. Recognize writing as a process (e.g., drafting, editing, and revising) and apply these steps when producing a written piece of work.
4. Provide constructive ideas and feedback when working with others.
5. Reflect on personal strengths and weaknesses within skill level and work produced to help develop a plan for future success.

Task

We are going to have a chance to expand on our drafting process. First reread the introduction, body paragraph, and conclusion that you drafted last week. Think about any changes you would make in reading, format, information or evidence used etc. using our class-made rubric as a guide. Jot these notes down on one of your copies of your draft for yourself and then swap the "clean" draft with your partner.

Use what we have discussed in class and the copy of our class-made rubric to help you assess your partner's work. Like we have practiced, make marginal notes on the draft you are reading. After your first or second read-through go back and circle the performance levels on your partner's draft rubric, jotting down in your three column organizer strengths or weaknesses that earned them the points you gave them and some suggestions. I'll let you know when there are fifteen minutes left of class. Then, you and your partner will take a few minutes to discuss any overall thoughts or feedback using both your rubrics and notes on the paper for each draft. If you get stuck, remember the sandwich cookie method.

Reminder: Good feedback not only points out strengths and weakness, but also offers suggestions of improvement.

*You will get a chance to use your peer's feedback to alter your draft before you hand in your final copy, which will also be graded using our class-made rubric. At that time you will be doing your own self-assessment of what will be your final copy. For these reasons, as peer reviewers make sure that you offer your classmate the same quality of feed-back that you would wish to receive. With help of the class-made rubric, focus on:

- Specific and useful feedback on whether or not main claim is clear and debatable and on the overall qualities of the hook, bridge and background information in the introduction
- Specific and useful feedback on the supporting reasons your peer gave
- Specific and useful feedback on the evidence (textual and analytical) given
- Meaningful feedback in each of the 3 columns on the editing sheet
- Corrections on small grammar, spelling, or punctuation errors directly on your peer's essay

Rubric

*Would modify class-made rubric from Process Task 3, criteria and descriptors may vary

Introduction			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Hook Feedback, Bridge and Background Information Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer
Main Claim Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer

Body Paragraph			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Supporting Evidence Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer
Incorporation of Textual Quotes Feedback	Limited or no specific and useful and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer
Analysis Feedback	Limited or no helpful feedback and/or suggestions for peer	Some helpful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer

Conclusion			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Closure Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer
Resounding Statement Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer

Overall Effect and Style			
CRITERIA	Poor (0-1)	Adequate (2-3)	Excellent (4)
Conventions Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer
Presentation and Organization Feedback	Limited or no specific and useful feedback and/or suggestions for peer	Some specific and useful feedback and/or suggestions for peer	All specific and useful feedback and suggestions for peer

Total points ____

Comments: