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| Area of Focus | My Feedback | My Partner’s Feedback | NOW WHAT? | Teacher Feedback |
| Attention-Grabber  *Qualities* | The attention grabber is effective and draws the interest of the reader.  The attention grabber needs development in order to draw the reader in.  The attention grabber is not there or is not placed correctly. | The attention grabber is effective and draws the interest of the reader.  The attention grabber needs development in order to draw the reader in.  The attention grabber is not there or is not placed correctly. |  | The attention grabber is effective and draws the interest of the reader.  The attention grabber needs development in order to draw the reader in.  The attention grabber is not there or is not placed correctly. |
| Necessary Background  *Qualities* | The writer provides necessary background information including title of the text and author.  The background information is at least 3 sentences.  There is SOME background information presented; however, it is a bit unclear.  There is no background information. | The writer provides necessary background information including title of the text and author.  The background information is at least 3 sentences.  There is SOME background information presented; however, it is a bit unclear.  There is no background information. |  | The writer provides necessary background information including title of the text and author.  The background information is at least 3 sentences.  There is SOME background information presented; however, it is a bit unclear.  There is no background information. |
| Thesis  *Qualities* | The thesis is correctly placed as the last sentence in the introduction.  The thesis presents, clearly, the topic, position, and reasons for the argument.  The thesis is unclear, underdeveloped, or does not follow TPR.  The thesis is missing from the paper. | The thesis is correctly placed as the last sentence in the introduction.  The thesis presents, clearly, the topic, position, and reasons for the argument.  The thesis is unclear, underdeveloped, or does not follow TPR.  The thesis is missing from the paper. |  | The thesis is correctly placed as the last sentence in the introduction.  The thesis presents, clearly, the topic, position, and reasons for the argument.  The thesis is unclear, underdeveloped, or does not follow TPR.  The thesis is missing from the paper. |
| Body Paragraph One  *Qualities* | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |  | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |
| Body Paragraph Two  *Qualities* | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |  | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |
| Body Paragraph Three  *Qualities* | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |  | A topic sentence correctly addresses one literary feature of the text.  Two quotes are included and are woven into the text with correct MLA citations.  There is effective, relative discussion for each example.  A clear topic sentence is missing.  Quotes are missing, not woven, or not cited correctly.  Discussion needs refinement. |
| Conclusion  *Qualities* | Conclusion accentuates the thesis effectively.  Conclusion effectively “zooms out” by connecting to a broader topic.  The conclusion extends the ideas in the essay with a powerful last statement that provokes the reader to think.  The conclusion is missing an accentuation (revamping) the thesis.  The conclusion does not effectively connect to a new, broader idea.  The last statement is not powerful and/or memorable. | Conclusion accentuates the thesis effectively.  Conclusion effectively “zooms out” by connecting to a broader topic.  The conclusion extends the ideas in the essay with a powerful last statement that provokes the reader to think.  The conclusion is missing an accentuation (revamping) the thesis.  The conclusion does not effectively connect to a new, broader idea.  The last statement is not powerful and/or memorable. |  | Conclusion accentuates the thesis effectively.  Conclusion effectively “zooms out” by connecting to a broader topic.  The conclusion extends the ideas in the essay with a powerful last statement that provokes the reader to think.  The conclusion is missing an accentuation (revamping) the thesis.  The conclusion does not effectively connect to a new, broader idea.  The last statement is not powerful and/or memorable. |

**Overall Qualities Needed:**

**Student Assessment**

* The paper has 5 paragraphs that represent the following order: ANT, 3 TEDED, and ACE format.
* Personal pronouns are avoided (I, me, my, you, we, us)
* Contractions are avoided (does not instead of doesn’t)
* Paper is cleanly revised with attention to grammar and MLA style (headers, citations, present tense, effective word choice, etc.)

**Peer Assessment**

* The paper has 5 paragraphs that represent the following order: ANT, 3 TEDED, and ACE format.
* Personal pronouns are avoided (I, me, my, you, we, us)
* Contractions are avoided (does not instead of doesn’t)
* Paper is cleanly revised with attention to grammar and MLA style (headers, citations, present tense, effective word choice, etc.)

**Teacher Assessment**

* The paper has 5 paragraphs that represent the following order: ANT, 3 TEDED, and ACE format.
* Personal pronouns are avoided (I, me, my, you, we, us)
* Contractions are avoided (does not instead of doesn’t)
* Paper is cleanly revised with attention to grammar and MLA style (headers, citations, present tense, effective word choice, etc.)