

Author of Essay: \_\_\_\_\_ Editor: \_\_\_\_\_

### Peer Editing Checklist

\*\*\* YOU MUST HAND THIS IN WITH YOUR FINAL DRAFT! \*\*\*

**Directions:** Write a CHECK next to items that your partner has completed successfully; write an X if your partner has not completed an item successfully. After filling in the checklist, have a discussion with your partner about his/her paper.

#### FORMATTING

\_\_\_ Heading: student's name, teacher's name, class, due date (in that order!) are double-spaced in the upper left corner

\_\_\_ Student's last name and page number are inside the upper right **header** of each page.

\_\_\_ The paper has an engaging title that reflects the paper's topic/thesis

\_\_\_ Title is centered, typed in Times New Roman 12, NOT in bold, NOT underlined, NOT in quotation marks

\_\_\_ There are 1" margins all around the page.

\_\_\_ The entire paper is typed in Times New Roman size 12

\_\_\_ The paper is double-spaced.

\_\_\_ There are NO EXTRA SPACES between paragraphs.

\_\_\_ Paper meets minimum page requirement (at least FOUR **FULL** pages)

\_\_\_ Paper meets minimum quote requirement (3 relevant quotes from the novel and 3 relevant quotes from critics)

#### CONTENT

\_\_\_ Introduction begins in a general way that is still on topic.

\_\_\_ The writer does not introduce the title and author until somewhere in the middle of the introduction.

\_\_\_ Thesis statement is the last sentence of the introduction.

\_\_\_ The thesis statement is a clear, specific and arguable response to the prompt.

\_\_\_ Literature is referred to in **present tense**. *Ex: Huck thinks....Twain writes...*

\_\_\_ Topic sentences are **not plot summary**. They assert an argument that the writer supports in the paragraph.

\_\_\_ Topic sentences include appropriate transitions (see page 7 of Writing Resource Packet if needed)

\_\_\_ The information is well organized and presented fluidly. Placement of body paragraphs makes sense logically and allows the writer to effectively support his/her thesis.

\_\_\_ The writer **avoids stiff, formulaic phrases** such as "First..." "The next example..." "In conclusion" etc.

\_\_\_ Writing is clear and concise, avoids colloquial (informal) language and dead words.

\_\_\_ Writer demonstrates a thorough understanding of the novel

\_\_\_ Paper thoroughly addresses the prompt

\_\_\_ Conclusion moves from specific to general. It does not merely repeat the introduction. The writer has attempted to connect to the "so what" factor, big picture, etc.

\_\_\_ Mark Twain and other authors are identified by **FIRST AND LAST NAME when first referenced**. After first reference, **only last names are used**.

## QUOTES

\_\_\_\_ Thesis is and topics sentences are **effectively supported** by quotes and paraphrases from the text. Avoid block quotes in shorter papers.

\_\_\_\_ Writer has **only used sources provided in class**; additional sources have NOT been used

\_\_\_\_ Use ellipses ( ...) to show when you have omitted words from the middle of a quote. Use brackets [ ] to replace words. (See Writing Resource Packet for examples.)

\_\_\_\_ Quotations have been **presented/introduced** correctly and grammatically **and are not “dropped” into the text or introduced by a comma splice.**

\_\_\_\_ Quotations are accompanied by **analysis** which explains how the evidence supports the argument in the topic sentence.

\_\_\_\_ WRITER DOES NOT SAY “THIS QUOTE SHOWS”....YUCK!

\_\_\_\_ Citations are formatted correctly: “xxxxxxxxxxxx” (156).

\_\_\_\_ FOOTNOTES have NOT been used

\_\_\_\_ Author’s last name is **included in the citation ONLY IF IT IS OTHERWISE UNCLEAR**

\_\_\_\_ Author’s last name is **NOT included in the citation if it is previously mentioned or if the source is made clear in the context of the quote**

## BASICS

\_\_\_\_ The title of the novel is italicized: *The Adventures of Huckleberry Finn*

\_\_\_\_ Second person (you, etc.) and first person (I, me, our, we etc.) have NOT been used.

\_\_\_\_ **Apostrophes have been used correctly to show possession** (Jim’s freedom, Wallace’s opinion)

\_\_\_\_ Capitalization: check names, places, titles, etc.

\_\_\_\_ Spelling. Check for words that spellcheck won’t catch: EX: its/it’s; they’re, there, their; affect/effect, etc.

\_\_\_\_ Commas have been used correctly. Pay special attention to the following rules:

COMPOUND SENTENCES connected by conjunctions:

For And Nor But Or Yet So

A SERIES OF ITEMS: EX: red, white, and blue

INTRODUCTORY WORDS, PHRASES, CLAUSES

Ex: When we were sleeping,

In the morning after breakfast,

INTRODUCTION OF QUOTES

Ex: Pap exclaims, “xxxxxxxxxxxxxxxxxxxxxxx” (47).

## WORKS CITED

- \_\_\_ The works cited page is **attached to the essay on its own separate page**
- \_\_\_ The works cited page is **correctly numbered with the writer's last name in the upper right header**
- \_\_\_ The words **Works Cited** are centered at the top of the page...NOT in bold, NOT underlined, etc.
- \_\_\_ The works cited page has **1" margins**
- \_\_\_ The works cited page is **double spaced**
- \_\_\_ The works cited page is typed in **Times New Roman 12**
- \_\_\_ The works cited page **includes an entry for the novel**
- \_\_\_ The works cited page **includes an entry for Claudia Durst Johnson's book *Understanding Adventures of Huckleberry Finn: A Student Casebook to Issues, Sources, and Historical Documents***
- \_\_\_ The works cited page **includes entries for each critic cited in the paper**. These critics are (list):

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- \_\_\_ The works cited page **does NOT include entries for authors NOT quoted in the paper**.
- \_\_\_ Each entry on the works cited page is **formatted exactly as instructed on the handout**.
- \_\_\_ The works cited page is **organized alphabetically by author's last name**
- \_\_\_ The works cited page **does NOT have bullets, numbers, or any other specific way of listing**

### EDITOR:

- Please read the attached scoring guidelines to give your partner a score. Discuss your rationale with your partner!
- SCORE: \_\_\_\_\_
- Explain why you gave your partner this score:

### AUTHOR:

- Please use this sheet to revise your essay. **THIS PEER-EDITING SHEET WILL BE COLLECTED WITH YOUR FINAL DRAFT.**

The score reflects the quality of the essay as a whole—its content, style, mechanics, and adherence to MLA format. It is possible to earn a score above 95, just as it is possible to earn a score below 50.

While essays will be graded holistically and mechanics will count in the overall paper grade, papers will receive an additional, separate score out of 10 possible points for the writer's control of the following aspects of grammar: agreement, run-ons and fragments, comma usage, semi-colon usage, and pronouns. This will count as a separate homework grade.

**90-95+:** These **exemplary** essays offer a **well-focused** and **persuasive** response to the requirements of the prompt. Using **apt** and **specific** evidence, these essays fully explore the resources of their examples. These essays make a strong case for their interpretation and discuss the literary work with insight and understanding. Generally, essays scored a 95 reveal more sophisticated analysis and more effective control of language and composition than do essays scored a 90. In general, these essays adhere to correct MLA format.

**80-85+:** These **strong/proficient** essays offer a **reasonable** response to the requirements of the prompt. While these essays use appropriate evidence and the responses show insight and understanding, their analysis is less thorough, less perceptive, and/or less specific in supporting detail than that of the essays in the 95-90 range, and they may demonstrate less control of language and composition. Generally, essays scored an 80 offer a less convincing analysis and less command of the elements of effective composition than do essays scored an 85, but the prose is generally clear enough to communicate its ideas. These essays generally adhere to MLA guidelines but may demonstrate small oversights in format.

**75+:** These essays demonstrate **developing** skills and respond to the assigned task with a **plausible** reading, but they tend to be superficial, uneven, or underdeveloped in analysis. They may rely upon plot summary that contains some analysis, implicit or explicit and may demonstrate a limited understanding of the work and/or the requirements of the assignment. While the writing may contain lapses in diction, syntax, or mechanics, and may lack effective organization, it usually communicates ideas adequately enough for the reader to understand. These essays may demonstrate some lack of adherence to MLA format.

**65-70+:** These essays offer a **less than thorough** understanding of the task and/or a less than adequate treatment of it. They reflect an incomplete or oversimplified understanding of the work, or they may fail to respond to the requirements of the prompt. These essays may rely on plot summary alone, or their assertions may be irrelevant or unsupported by specific, relevant evidence. Sometimes wordy or repetitious and marred by surface errors, these essays may lack control over the elements of effective composition and may be difficult to read and understand. Essays scored a 65 may reflect serious misreading and demonstrate especially weak control over language, mechanics, and composition. Essays in this range may demonstrate lack of adherence to MLA format.

**0-60+:** Although these essays **make some attempt** to respond to the prompt, they compound the weaknesses of essays in the 70-65 range and demonstrate little success addressing and fulfilling the requirements of the assigned topic. Often, they are unacceptably brief or are incoherent in presenting their ideas. Remarks are presented with little clarity, organization, or supporting evidence. They may contain distracting errors in grammar and mechanics that make the text difficult to read and understand. These essays may demonstrate lack of adherence to MLA format. Particularly weak, underdeveloped and/or incoherent essays are scored a 50 or below.