

# Peer Editing Form for AP English IV

Score	<i>The Sweet Sixteen of Effective Essay Writing</i>
	<b>Unity.</b> The essay has one clear thesis that responds to the prompt, and all the ideas in your essay help support the thesis.
	<b>Insight.</b> Your ideas are thoughtful and stimulating, yet reasonable and true to the material.
	<b>Argument.</b> You prove your ideas clearly, logically, and completely. You fully prepare the reader to understand each sentence in the essay.
	<b>Evidence.</b> The quality and quantity of evidence strongly supports your ideas and shows knowledge of the material.
	<b>Introduction.</b> Your first paragraph engages the reader and introduces a clear thesis or purpose.
	<b>Paragraphing.</b> Each body paragraph sticks to one idea, and each idea is discussed in only one body paragraph.
	<b>Flow.</b> Your main ideas are presented in a logical and effective order, made clear via topic sentences, paragraph conclusions, and transitions.
	<b>Conclusion.</b> You conclude with an effective reminder of your thesis.
	<b>Conciseness.</b> You express ideas simply and clearly without wasted words or repetition.
	<b>Vocabulary.</b> Your choice of words is interesting, varied, and appropriate to your audience. You do not use 1st/2nd person pronouns.
	<b>Sentence Structure.</b> Your sentence are strong, graceful, and suitably varied in length and structure.
	<b>Vividness.</b> You enliven your writing with concrete language, fresh and specific detail, and metaphor without cliché.
	<b>Sentence Sense.</b> Your writing is free of run-on sentences and fragments.
	<b>Grammar and Usage.</b> You follow the rules of Standard English.
	<b>Mechanics.</b> Your spelling, capitalization, and punctuation are accurate.
	<b>Format.</b> You follow the conventions of a document/the specific requirements that Mr. Pogreba imposes.

1-2 Not So Very Good   3-4 Not Terrible   5-6 Decent   7-8 Excellent   9 Perfect

**Explain Which Element Was Best and Why:**

**Discuss What Needs Work on The Element You Scored Lowest:**

**Discuss What Needs Work on The Element You Scored Second Lowest:**



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## A (9/8) Paper: Distinguished/Outstanding

Perhaps the principal characteristic of the A paper is its rich content. It is dense, packed, or full. The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The A paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific; the sentence structure is varied; the tone enhances the purposes of the paper. Finally, the A paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. It makes the reading experience not just a pleasurable but also a memorable one, and leaves the reader feeling bright and thoroughly satisfied. An A paper sparks a desire to reread the piece.

**Organization:** clearly stated specific thesis; succeeding paragraphs follow logically from thesis; each paragraph has a thesis (topic sentence) which develops and refers back to the overall thesis

**Content:** a persuasive, insightful presentation of your own ideas that analyzes the topic thoroughly; sentences follow logically from each other; writer clearly articulates the relations/connections between ideas and sentences; conclusion considers the ramifications of thesis (answers question "So what?")

**Evidence:** appropriate number of quotations used as evidence of prove thesis; quotations are integrated into the text of the essay (quotations are preceded by an identification of the speaker and brief explanation of context); quotations are followed by a thorough analysis that shows how they are evidence

**Style:** language is clear and concise with few grammatical or stylistic errors; literary present (tense) used throughout; quotations punctuated and/or blocked properly; written in third person.

## B (7/6) Paper: Proficient

It is significantly more than merely competent. Besides being almost free of mechanical errors, the B paper delivers substantial information- that is, substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between the paragraphs are for the most part smooth, the sentence structures pleasingly varied. The diction of the B paper is typically much more concise and precise than that found in the C paper. Occasionally even shows distinctiveness- i.e., finesse and memorability. On the whole, then, the B paper makes the reading experience a pleasurable one, for it offers substantial information with few distractions. Displays sound understanding of the text, some originality and a sense of the issues involved in interpretation, rather than mere exposition (background information/summary); may have one or two of the following problems:

**Organization:** thesis is vague, difficult to understand and/or prove; body paragraphs do not follow logically from thesis and paragraph theses (topic sentences) do not clearly relate to overall argument; writing structured by a hidden logic which diminishes the strength of the argument; conclusion merely restates or summarizes the thesis

**Content:** structure/argument are clear, but ideas lack depth and/or detail; paper covers topic adequately, but not thoroughly; topic needs more analysis

**Evidence:** too few quotations used as evidence or quotations do not prove thesis; quotations are not integrated (see above); quotations could be analyzed more thoroughly; quotations are not cited properly

**Style:** a number of grammatical or stylistic errors including vague, repetitious or colloquial (informal/ slang) language and/or shifting tenses; occasional use of first or second person, rather than third

## C (5/4/3) Paper: Basic

It is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for this impression is that the ideas are typically cast in the form of vague generalities- generalities that prompt the confused reader to ask for more specific details and clarification. Stylistically, the C paper has other shortcomings as well: the opening paragraph may do little to draw the reader in; the final paragraph may offer only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow a predictable (hence monotonous) subject-verb-object pattern; and the diction is occasionally marred by unconscious repetitions, redundancy, and impression. The C paper, while it gets the job done, lacks the stylistic finesse and intellectual rigor of an upper-level paper. Displays either uneven performance (serious flaws of comprehension and/or presentation) alongside signs of talent, or competent exposition (background information/summary) without any real attempts at interpretation; may have three of the problems outlined in the B range and/or:

**Organization:** body paragraphs do not follow logically from thesis; topic sentences are facts rather than arguments; writing structured by plot rather than argument; writing structured by hidden logic which makes paper's argument gap-filled

**Content:** depends upon plot summary, rather than analysis or interpretation; inadequate coverage of the topic

**Evidence:** few quotations, little actual analysis

**Style:** stylistic and grammatical errors interfere with the content of the essay; continued use of first or second person, rather than third

## NC (2/1/0) Paper: No Credit

Its treatment and development of the subject are as yet only rudimentary/superficial. While organization may be present, it is neither clear nor effective. Sentences are frequently awkward, ambiguous, and marred by serious mechanical errors. Evidence of careful proofreading is scanty, if nonexistent. The whole piece, in fact, often gives the impression of having been conceived and written in haste. In short, the ideas, organization, or style fall far below what is acceptable of college writing.

Essay is off-topic (does not answer an assigned or approved topic); displays a fundamental misunderstanding of the text; has no thesis or discernable structure; has three of the problems outlined in the C range.

No paper submitted; paper has been plagiarized (incorporates another author's ideas or language without acknowledgement, or paper is actually written by someone else)

