

## **Peer Review Checklist Character Analysis Essay**

1<sup>st</sup> Draft Markers (In REVISION stage):

Initial Here

	Does this writing have a thesis statement?
	Does this writing analyze the development of a favorite character?
	Does the writing justify the character's behavior with textual evidence arranged in ascending order?
	Does the writing make a judgment of the playwright's skill in developing that character?

**No paper goes on to Editing Stage until all 1<sup>st</sup> Draft markers have been met.**

Final Draft Markers (In EDITING stage):

Initial Here

	Is this essay free of grammar/usage/mechanical errors?
	Does this essay use a variety of sentence structures to develop its paragraphs?
	Is the language of this writing clear and concise, and is the structure correct?
	Is this essay in correct Final Copy format?

***Unit 4, Activities 11 & 12, Figurative Language/Literary Device Presentation***

**Oral Presentation Rubric : Evaluating Student Presentations of Literary Devices**

CATEGORY	4	3	2	1
<b>Presentation Form</b>	Student prepares an original and engaging format for presentation.	Student makes an effort to create an engaging format for presentation.	Student format choice is acceptable for the presentation.	Student does not make any effort to prepare an engaging format for presentation.
<b>Subject Knowledge</b>	Student demonstrates full knowledge (more than required) of the chosen literary device and its interpretation in the selected works.	Student demonstrates enough (adequate) knowledge of the chosen literary device and its interpretation in the selected works as prompted by questioning.	Student demonstrates knowledge of the chosen literary device but is not completely comfortable with explaining its interpretation in the selected works.	Student does not have grasp of required information; student cannot answer questions about it nor when prompted.
<b>Choice of materials</b>	Student uses relevant and creative examples of chosen literary device.	Student uses relevant examples of chosen literary device.	Student uses some examples of chosen literary device, but some may not be convincingly relevant.	Student provides no examples of chosen literary device or examples that are neither relevant nor clear.
<b>Delivery</b>	Student uses clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.

## Unit 4, Activity 13, State Writing Assessment Rubric

### LA. STATE RUBRIC FOR COMPOSITION (12 Points)

(Scoring for English language arts composition for 8<sup>th</sup> and 10<sup>th</sup> grades)

DIMENSIONS	Circle the number earned				Points Earned
<b>I. Composing Dimension</b> - Central <i>Idea</i> (Focus) - Support/Elaboration (Details) - Unity/ <i>Organization</i>	<b>Not Yet — 1</b> The writer demonstrates little or no control of most of the dimension's features.	<b>Almost — 2</b> The writer demonstrates enough inconsistent control of several features to show significant weakness in the dimension.	<b>Good — 3</b> The writer demonstrates reasonable, but not complete control of most features in this dimension.	<b>Wow! — 4</b> The writer demonstrates consistent, though not necessarily perfect, control of almost all of the dimension's features.	
<b>II. Style/Audience Awareness Dimension</b> - Good Diction/ <i>Word Choice</i> - No Unnecessary Information - <i>Sentence Diversity</i> - Consistent Tone - Authentic/ <i>Natural Voice</i>	<b>Not Yet — 1</b> The writer demonstrates little or no control of most of the dimension's features.	<b>Almost — 2</b> The writer demonstrates enough inconsistent control of several features to show significant weakness in the dimension.	<b>Good — 3</b> The writer demonstrates reasonable, but not complete control of most features in this dimension.	<b>Wow! — 4</b> The writer demonstrates consistent, though not necessarily perfect, control of almost all of the dimension's features.	
<b>III. Sentence Formation</b> - Avoidance of Run-ons and Fragments - Varied <i>Sentence Patterns</i>	<b>Not Yet — 0</b> Unacceptable control: There are run-on sentences, fragments, and/or poorly constructed sentences; one type of sentence pattern.	<b>Good — 1</b> Acceptable control: Few, if any, run-on sentences or fragments; various sentence structures.			
<b>IV. Usage</b> - Subject/Verb Agreement - Verb Tenses - Adverb/Adjective Forms	<b>Not Yet — 0</b> Unacceptable control: Subject-verb agreement, verb tenses, adj/adv. Forms and word meaning are generally correct; no pattern of errors.	<b>Good — 1</b> Acceptable control: If any errors are present, they do not appear to be part of a pattern of usage errors.			
<b>V. Mechanics</b> - Punctuation - Capitalization - Formatting	<b>Not Yet — 0</b> Unacceptable control: Patterns of errors in punctuation, capitalization, and/or formatting.	<b>Good — 1</b> Acceptable control: If any errors are present, they do not appear to be part of a pattern.			
<b>VI. Spelling</b>	<b>Not Yet — 0</b> Unacceptable control: There is a pattern of misspelled words; indicates a weakness in spelling.	<b>Good — 1</b> Acceptable control: May be occasional misspelling; no pattern of spelling errors.			
			<b>TOTAL POINTS EARNED</b>		
			<b>GRADE CONVERSION</b>		

*Unit 4, Activity 15, Research Essay Peer Review*

GRADE CONVERSION						Comments
Pts.	Grade	Pts.	Grade	Pts.	Grade	
12	100%	8	86%	4	70%	
11	96%	7	82%	3	66%	
10	92%	6	78%	2	62%	
9	88%	5	74%	1	58%	

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## Peer Review Checklist Research Essay

1<sup>st</sup> Draft Markers (In REVISION stage):

Initial Here

	Does this writing integrate at least two direct quotations from the play?
	Does this writing <i>summarize</i> without <i>plagiarizing</i> the opinion of the scholarly essay?
	Does this writing provide an explanation of the writer's agreement or disagreement with the opinions of the scholarly essay?
	Are correct citations (MLA format) provided within the text and in the bibliographic information?

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Final Draft Markers (In EDITING stage):

Initial Here

	Is this essay free of grammar/usage/mechanical errors?
	Does this essay use a variety of sentence structures to develop its paragraphs?
	Is the language of this writing clear and concise, and is the structure correct?
	Is this essay in correct MLA Final Copy format with all citations properly documented?