**Peer Editing**

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| **Cognitive Skill** |  **Score** | **Evidence** |
| **Argumentative Claim** |  |  |
| **Selection of Evidence** |  |  |
| **Explanation of Evidence (Analysis/Reasoning)** |  |  |
| **Organization** |  |  |
| **Precision** |  |  |

**Feedback you would give to this student:**

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| **Directions** | **My Score** | **Class Score** | **Constructive Feedback***Constructive feedback should be targeted to what they need to improve to get to the next level.* |
| 1. Highlight the **claim** in the first paragraph in the paragraph in **orange**. *Good: The claim is clear and summarizes the subclaims to come.* *Needs Work: The claim is unclear and difficult to understand what author is trying to argue.*  |  |  |  |
| 2. Highlight each **subclaim** in supporting paragraphs in **yellow**. *Good: The subclaims directly connect with and support the claim.* *Needs word: The subclaims do not relate to the main claim.* |  |  |  |
| 3. Highlight the **evidence** in **green**.*Good: The evidence has detailed description of observations that supports subclaim and helps to convince you that the subclaim is true.* *Needs work: The evidence is unrelated to or contradicts the subclaim or is not detailed enough to understand.* |  |  |  |
| 4. Highlight the elaboration and **analysis** of the evidence in **pink**.*Good: the analysis explains how the evidence supports the claim.* *Needs work: The analysis does not explain the evidence.*  |  |  |  |
| 5. Highlight any and all **transitions** the author used in **purple**. *Good: They used standard, sequential or connecting transitions and the writing flows well.* *Needs work: Sentences are disjointed and have no obvious connection. Transition phrases are not used.*  |  |  |  |