**Peer Editing**

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

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

|  |  |  |  |
| --- | --- | --- | --- |
| **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.* |  |  |  |