**Questions for PeerMark library (titled EN 101 and 102 Online Peer Review Fa15)** (Create as a Turnitin library and link to each essay’s peer review.)

1. What are two strengths of the essay? (Free response; 15 word minimum)
2. Suggest two places where the essay could be improved. (Free response; 15 word min.)
3. How does the thesis summarize the essay’s purpose, direction, and/or primary claim or argument? Provide a suggestion for improving the thesis. (Free response; 15 word min.)
4. Rate the strength of this paper's thesis. (Scaled response 1-5; Highest: *Exemplary*, Lowest: *Unsatisfactory*)
5. Does each paragraph have a topic sentence and stay on track? Do the evidence, support, and explanations within each paragraph help to support the claim being made in that paragraph? Do all paragraphs help support the essay’s thesis? On the essay, mark any paragraphs or sentences that seem disorganized or that need work. Here, offer at least one suggestion for improving the essay's paragraphs. (Free response; 10 word min.)
6. Is each quotation integrated into the writer's own sentences and thoroughly explained? If there are any "hit and run" quotations or "dropped quotes" in the essay, mark them on the paper and offer a suggestion for improving them. Here, offer a suggestion for improving the use of evidence. (Free response; 5 word min.)
7. Are all citations attributed to their sources?If yes, offer at least one suggestion for improving the use of sources. If not, which parts of the paper need citations? (Free response; 5 word min.)
8. The next five questions ask you to rate the paper according to the rubric. Using a scale from 1 to 5, with 5 being the highest, indicate how well the essay follows each criterion. Assignment:Essay not only follows assignment guidelines, appeals to appropriate audience, and maintains a clear purpose, but does so in a creative way that transcends simply following the assignment. (Scaled response 1-5: Scale; Highest: *Exemplary*, Lowest: *Unsatisfactory*)
9. Content: Critical thinking, which may include exploring multiple sides of an issue, recognizing the big picture, and connecting ideas in interesting ways, shows advanced engagement with the essay topic. All claims are supported with evidence and explanations, and the evidence and explanations are seamlessly integrated with the student’s ideas. (Scaled response 1-5: Scale; Highest: *Exemplary*, Lowest: *Unsatisfactory*)
10. Organization: Thesis guides the paper and provides an insightful entrance into the topic. Paragraphs focus on one topic each and are introduced in a sensible order. The ordering of and transitions between paragraphs and sentences enhance development of ideas. Transitions are especially insightful. Introduction and conclusion are thought-provoking. (Scaled response 1-5: Scale; Highest: *Exemplary*, Lowest: *Unsatisfactory*)
11. Style: Voice, tone, and level of formality are used to appeal to the audience and effectively accomplish the essay’s purpose. The sentence style is consistently sophisticated and creates an appealing reading experience. (Scaled response 1-5: Scale; Highest: *Exemplary*, Lowest: *Unsatisfactory*)
12. Conventions: Grammar, punctuation, and spelling are correct throughout the paper. Quotations, paraphrases, and summaries are integrated smoothly, and documentation is handled correctly. Formatting is correct throughout the paper. (Scaled response 1-5: Scale; Highest: *Exemplary*, Lowest: *Unsatisfactory*)

**Peer Review Rubric** (Use to grade; not integrated into Turnitin)

|  |  |  |
| --- | --- | --- |
| 10 points | 5 points | 0 points |
| Reviewer provides multiple comments within the essay that focus more on content than on grammar and punctuation; comments, questions, and suggestions are helpful and appropriate; answers to questions will assist during the revision process; overall assessment of essay seems fair. | Reviewer provides only a few comments on the essay, or comments are too vague or are generally unhelpful; answers to questions are mostly good but some may be too short, vague, or unhelpful. | Review is incomplete or the reviewer makes no effort to follow the guidelines. |

**Essay Draft Rubric** (Create in Turnitin library and link to Turnitin draft assignments)

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| --- | --- | --- | --- |
| 10 points | 8 points | 5 points | 0 points |
| Essay draft follows instructions and appears complete; attempts to use MLA format and to cite sources correctly; has been proofread; meets the length requirement; is submitted on time; contains answers to the reflection questions included on the rough draft guidelines. | Draft meets all requirements but is missing the self-reflection questions, or the questions are not answered fully. | Draft may have some problems following instructions; has been proofread but may contain some grammatical errors or problematic sentences; contains several formatting or citation errors or is missing a Works Cited page (if required); may not meet the word count requirement; is submitted on time. | Draft does not meet assignment guidelines; is illegible due to multiple errors; is less than half of the required word count; or is not submitted by the posted deadline. |

**Homework/Journal Rubric** (Use to grade; may or may not be linked in Bb Journal tool)

|  |  |  |
| --- | --- | --- |
| 10 points | 5 points | 0 points |
| Submission adheres to all instructions and completes assignment fully; if required, attempts to use MLA format and to cite sources correctly; is mostly error-free; is submitted on time. | Submission is incomplete, is missing required elements, or does not follow instructions fully; may contain multiple errors that could impede meaning; is submitted on time. | Submission does not follow instructions, is illegible due to multiple errors, or is not submitted by the posted deadline. |

**Discussion Rubric** (Use to grade; may or may not be linked in Bb Journal tool)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary**  **Discussion**  **Post** | **5 points:**  Follows the prompt instructions fully; demonstrates critical thinking and supports ideas with specific details, examples, and explanations; is at least 150-200 words; is mostly error-free; submitted on time. | **3 points:**  Follows the prompt assignment but may not include sufficient details, examples, or explanations; is at least 150-200 words; is relatively error-free; submitted on time. | **2 points:**  Post appears hastily written or may only partially respond to the discussion prompt; may be too short; language is vague or does not provide enough evidence, examples, or explanations; has several errors; submitted on time. | **0 points:**  Student fails to post; the post does not follow instructions or is impossible to read due to errors; or the post is submitted late. |
| **Response to**  **other students** | **5 points:**  Student responds to at least one other student on time; response is insightful, specific, and continues the conversation according to the discussion response guidelines; posts total at least 100 words. | **3 points:**  Student responds to at least one other student on time; meets most of the discussion response guidelines, but the response may be vague or does not fully acknowledge other students’ ideas or further the discussion; posts total at least 100 words. | **2 points:**  Student responds to at least one other student on time; post only repeats what someone else has said or offers a simple “I agree” or “I disagree,” or is otherwise vague or does not meet some of the discussion response guidelines. | **0 points:**  Student does not respond; or, post does not demonstrate comprehension of the original post or text; post does not meet the discussion response guidelines; or is posted late. |

**EN 101 and 102 Essay Rubric**

(Create as a Turnitin library using the Excel file provided separately; also available on the FWP website. Add a sixth column worth 100 points and labeled Flawless so that TII doesn’t divide by 95 when calculating grades; the others count as 95, 85, 75, 65, and 50. Link to all major essays in Turnitin and use to grade. 101 teachers may wish to create a separate Summary Essay rubric with the summary-specific content/development wording; 102 teachers may delete that wording.)

**Assignment, audience, purpose (20%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Essay not only follows assignment guidelines, appeals to appropriate audience, and maintains a clear purpose, but does so in a creative way that transcends simply following the assignment. | All assignment guidelines are followed. Moves are made throughout the essay to appeal to the appropriate audience. The purpose is clear throughout the entire essay. | Assignment guidelines basically are followed correctly. The essay basically works for the appropriate audience. The purpose is sustained throughout the entire essay. | Essay exhibits a few of the following issues: minor variations from assignment guidelines, minor lapses in writing to the appropriate audience, and/or unclear purpose in one or more places. | Essay exhibits a few of the following problems: assignment not followed, essay not written to appropriate audience, and/or no discernible purpose. |

**Content/Development (30%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Critical thinking, which may include exploring multiple sides of an issue, recognizing the big picture, and connecting ideas in interesting ways, shows advanced engagement with the essay topic. All claims are supported with evidence and explanations, and the evidence and explanations are seamlessly integrated with the student’s ideas. | Critical thinking adds significant value to the essay. All claims are supported with evidence and explanations. | Critical thinking is attempted throughout the essay. Many claims supported with evidence and explanations. | Critical thinking is noticeably missing in parts of the essay. There is little attempt to consider multiple sides of the issue or recognize larger issues within the essay topic. Body paragraphs lack enough support and/or explanation to support thesis or topic sentence claims. | Critical thinking is missing or adds no value to the paper. Evidence and/or explanations are largely missing from the paper. |
| **For summary essays:** All content is accurate and shows considerable engagement with source text. Level of detail is perfect for assignment. | **For summary essays:** Content is accurate, shows understanding of source text, and level of detail is appropriate for assignment. | **For summary essays:** Content is largely accurate with only a few minor errors. Level of detail is appropriate for assignment. | **For summary essays:** Some indication that student has not completely understood the source text (multiple inaccuracies). Level of detail doesn’t meet assignment parameters in a few significant ways. | **For summary essays:** Numerous inaccuracies and/or overall level of detail does not fit assignment parameters. |

**Organization (20%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Thesis guides the paper and provides an insightful entrance into the topic. Paragraphs focus on one topic each and are introduced in a sensible order. The ordering of and transitions between paragraphs and sentences enhance development of ideas. Transitions are especially insightful.  Introduction and conclusion are thought-provoking. | Thesis guides the paper and is clear. Paragraphs focus on one topic each. The ordering of and transitions between paragraphs and sentences enhance development of ideas within the paper. Introduction and conclusion add value to the paper. | Thesis guides the paper. Paragraphs for the most part focus on one topic each. The order of and transition between paragraphs and sentences makes sense for the paper overall, even if there are a few minor lapses in effectiveness. Introduction and conclusion are appropriate for the paper. | A few of the following areas are ineffective: thesis, paragraphing, transitions between paragraphs and/or sentences, introduction, or conclusion. | A number of the following issues are ineffective: thesis, paragraphing, transitions between paragraphs and/or sentences, introduction, or conclusion. |

**Style (15%)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Voice, tone, and level of formality are used to appeal to the audience and effectively accomplish the essay’s purpose. The sentence style is consistently sophisticated and creates an appealing reading experience. | Voice, tone, and level of formality are consistently appropriate for audience and purpose. The sentence style usually creates an appealing reading experience with few or no instances of wordiness or unclear phrasing. | Voice, tone, and level of formality are generally appropriate for audience and purpose. The sentence style does not distract from the ideas being presented but the paper may exhibit some wordiness or unclear phrasing. | Occasional lapses in using the appropriate voice, tone, or level of formality. Sentence style needs work in one or two of the following areas: clarity, concision, vocabulary, sentence length variety, sentence structure variety, and wordiness. | Voice, tone, and level of formality are often inappropriate for audience and purpose. Sentence style and/or significant wordiness consistently distracts from the ideas being presented. |

**Knowledge of conventions (15%)**

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| --- | --- | --- | --- | --- |
| Exemplary | Advanced | Proficient | Developing | Unsatisfactory |
| Grammar, punctuation, and spelling are correct throughout the paper. Quotations, paraphrases, summaries are integrated smoothly, and documentation is handled correctly. Formatting is correct throughout the paper. | No more than a few isolated issues with grammar, punctuation, or spelling. Quotations, paraphrases, summaries are integrated into the paper, and documentation is largely correct with only a few minor errors. Formatting is largely correct. | Issues with grammar, punctuation, and/or spelling are infrequent and do not impede the ideas being presented. There may be a few errors in quoting, paraphrasing, summarizing, documenting sources, or formatting. | Issues with grammar, punctuation, and/or spelling make portions of the essay hard to follow. There may be notable problems with quoting, paraphrasing, summarizing, documenting sources, and/or formatting. Paper may include frequent “dropped” quotations. | Issues with grammar, punctuation, spelling consistently impede meaning throughout the essay. Quoting, paraphrasing, summarizing, documenting sources, and/or formatting are largely incorrect. Most quotations are “dropped.” |