**Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**How Did They Do? Paper Checklist**

Directions: Review the paper and complete the checklist. Be thorough! Do not just check yes for everything; this is to help ensure you are being an active and purposeful writer, not just putting words on a paper to get points. I will take this up and grade your analysis. Everyone will get their review back tomorrow.

Student You Are Assessing: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Paper Formatting Requirements:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but not complete and I need to fix it.** | **It is not present and I need to add it** |
| Text is 12 font, Times New Roman and double spaced  |  |  |  |
| Paper has title at top and is centered |  |  |  |
| Paper has one inch margins around |  |  |  |
| Paper has page numbers with a last name |  |  |  |
| Paper has name, course, Date, and Teacher name at the top left |  |  |  |
| Paper indents at the beginning of each paragraph |  |  |  |
| Comments: |  |

**Introduction Paragraph:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| There is a hook |  |  |  |
| There are 2 – 3 sentences of background information |  |  |  |
| There are citations for information |  |  |  |
| A one sentence thesis that tells the reader what the paper is arguing is present with all three body points laid out. |  |  |  |
| Correct spelling and punctuation |  |  |  |
| Comments:  |  |

**Paragraph 2 - First Body Paragraph: Laying out the first reason supporting your thesis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| A transition word for this paragraph |  |  |  |
| A topic sentence telling the reader that this paragraph will concern |  |  |  |
| They introduce their evidence |  |  |  |
| They give evidence |  |  |  |
| 1. **What evidence is present? A quote or paraphrase?**
2. **Is the evidence number based? Could more research be done? Is it quality evidence?**
 |
| Analysis is Present of the Evidence Relating to Topic and Thesis |  |  |  |
| Citations are present |  |  |  |
| 1. **Give me an example of a citation they used**
 |
| Include a counterclaim/refutation to strengthen their argument |  |  |  |
| A wrap up sentence closing the paragraph |  |  |  |
| Correct spelling and punctuation |  |  |  |
| Comments |  |

**Paragraph 3 - Second Body Paragraph: First of two paragraphs which prove your thesis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| A transition word for this paragraph |  |  |  |
| A topic sentence telling the reader that this paragraph will concern |  |  |  |
| They introduce their evidence |  |  |  |
| They give evidence |  |  |  |
| 1. **What evidence is present? A quote or paraphrase?**
2. **Is the evidence number based? Could more research be done? Is it quality evidence?**
 |
| Analysis is Present of the Evidence Relating to Topic and Thesis |  |  |  |
| Citations are present |  |  |  |
| 1. **Give me an example of a citation they used**
 |
| Include a counterclaim/refutation to strengthen their argument |  |  |  |
| A wrap up sentence closing the paragraph |  |  |  |
| Correct spelling and punctuation |  |  |  |
| Comments |  |

**Paragraph 4 - Third Body Paragraph: Second of two paragraphs that prove your thesis**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| A transition word for this paragraph |  |  |  |
| A topic sentence telling the reader that this paragraph will concern |  |  |  |
| They introduce their evidence |  |  |  |
| They give evidence |  |  |  |
| 1. **What evidence is present? A quote or paraphrase?**
2. **Is the evidence number based? Could more research be done? Is it quality evidence?**
 |
| Analysis is Present of the Evidence Relating to Topic and Thesis |  |  |  |
| Citations are present |  |  |  |
| 1. **Give me an example of a citation they used**
 |
| Include a counterclaim/refutation to strengthen their argument |  |  |  |
| A wrap up sentence closing the paragraph |  |  |  |
| Correct spelling and punctuation |  |  |  |
| Comments |  |

**Paragraph 6 – Conclusion**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| Thesis is restated |  |  |  |
| Points are restated |  |  |  |
| Correct spelling and punctuation |  |  |  |
| Comments |  |

**Next Page: Works Cited Page**

|  |  |  |  |
| --- | --- | --- | --- |
| **Requirement** | **It is present and clear!** | **It is present but vague or not strong. Needs to be fixed.** | **It is not present and I need to add it** |
| There is a citation for each source used |  |  |  |
| The sources are alphabetized by author’s last name  |  |  |  |
| All lines below the first line in each source are indented |  |  |  |
| Comments |  |

**In your opinion, what letter grade do you feel this paper deserves? (Circle) A B C D F**

**What numerical grade would you attach to this? \_\_\_\_\_\_\_\_\_\_\_**

**What did they do well?**

**Submit this to Ms. Hickman, you will be graded on your ability to reflect on others’ work. I will return these tomorrow.**