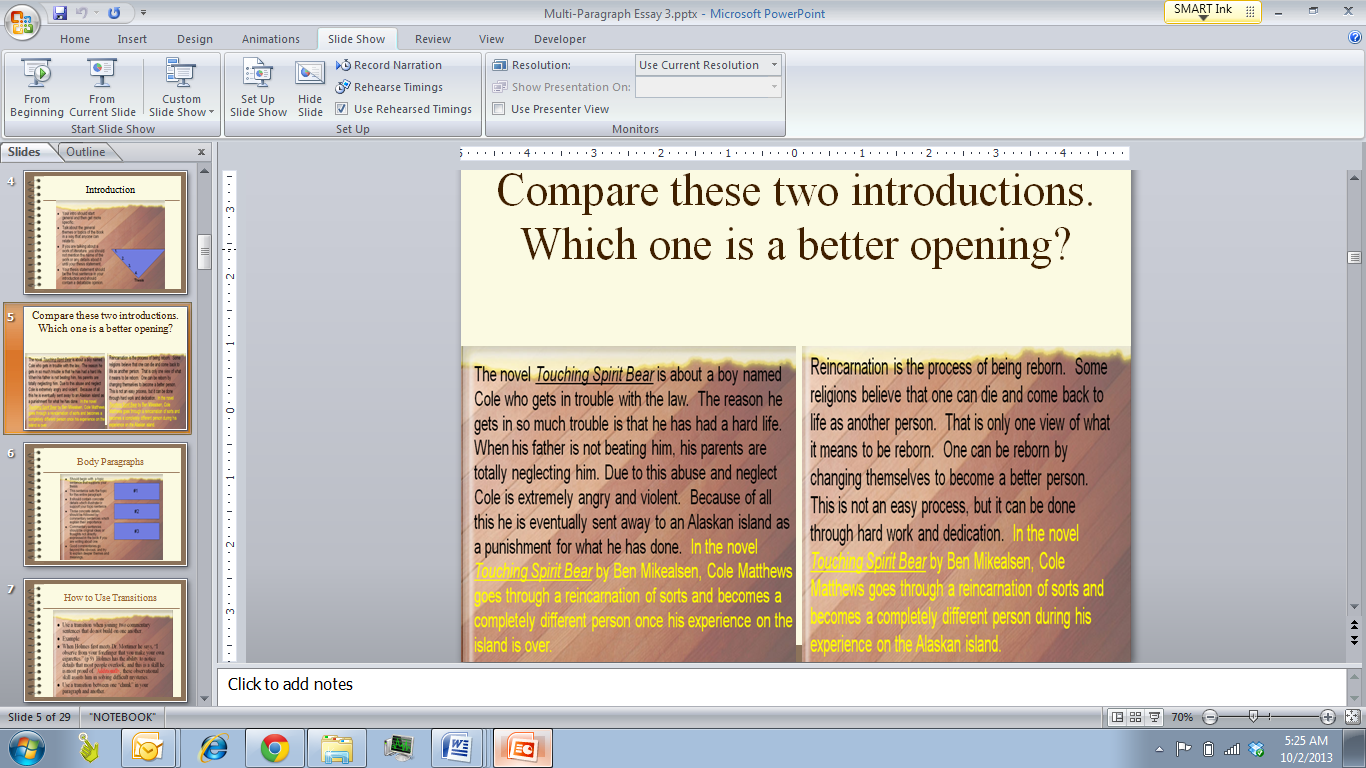
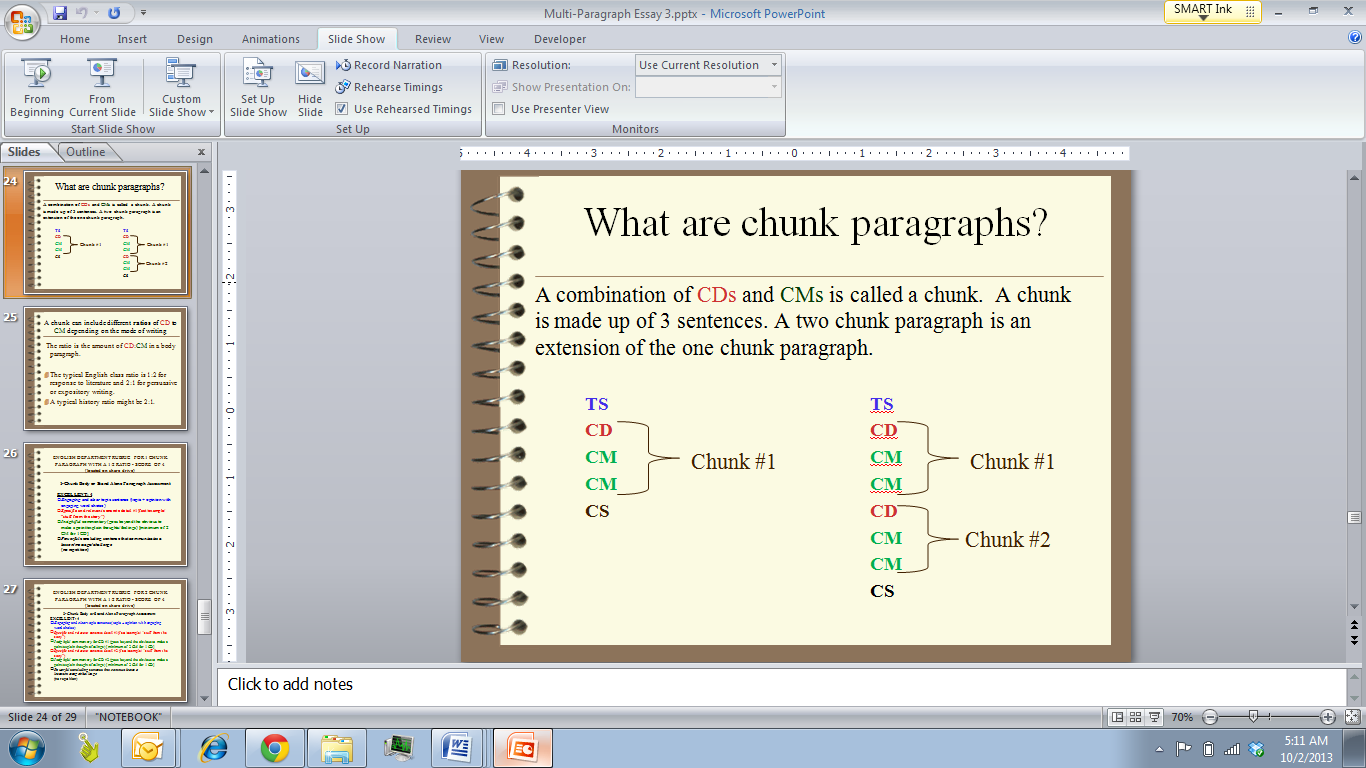
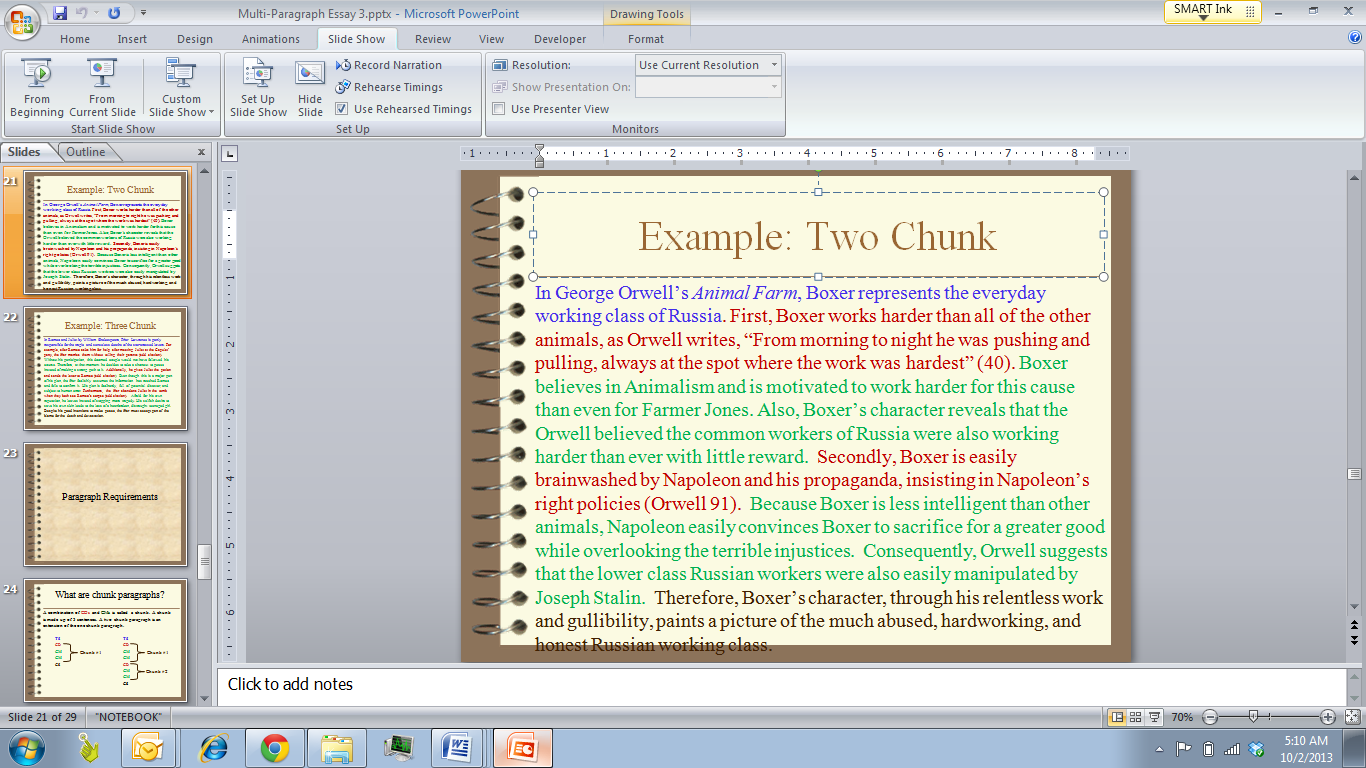
Writer Essay Title

Responder 1 Responder 2

Peer Edit Form

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | **Superb (5)** | **Strong (4)** | **Okay (3)** | **Poor (2)** | **Missing (1)** |
| Ideas & Cont | CD(specifics, strength of examples) |  |  |  |  |  |
| Organization  (format) | INTRO (start general, thesis) |  |  |  |  |  |
| 1 BODY (TS, , CS+hint) |  |  |  |  |  |
| 2 BODY (TS, , CS+hint) |  |  |  |  |  |
| 3 BODY (TS, , CS+hint) |  |  |  |  |  |
| CONCLUSION (reword thesis, main pts, end) |  |  |  |  |  |
| Analysis | CM(connections, insight, why important) |  |  |  |  |  |
| Voice &  Word Ch | Voice (engaging voice, strong perspective)  WC (precise & dynamic words, few linking  verbs, formal/academic) |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
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1. Complete 8 count:

A. Select 8 sentences

B. Count multi-syballic words (three or more

syllables)

* Count words with three or more syllables
* Count higher-level one/two syllable words (acute, profound, crux)
* Do not count simple two syllable words with “ing” or “ed” endings (exciting, believing)
* Do not count proper nouns

C. Convert word count to grade level

* 0-5: (basic) 3rd-grade vocabulary
* 5-10 (functional) 5th-grade vocabulary
* 10-15 (middle) 8th-grade vocabulary
* 15-20 (high) high-school vocabulary
* 20+ (very high) pre-college vocabulary

Word Choice Directions

1. Circle any linking verbs:

Is, am, are, was, were, be, being, been, become.

1. Circle any weak action verbs:

Has, gives, gets, makes, gives, uses, shows, does .

1. Circle any words repeated either too close together or too many times in the same paragraph.
2. Circle any contractions or any “you.”