

Six-Trait Writing Expository Peer Editing Tasks Rubric

After Prewriting: _____ Conference with your teacher for initial feedback.

After Rough Draft: _____ check IDEAS.

After 2nd draft: _____ check ORGANIZATION.

After 3rd draft: _____ check VOICE.

After 4th draft: _____ check WORD CHOICE.

After 5th draft: _____ check SENTENCE FLUENCY.

After 6th draft: _____ check CONVENTIONS.

After 7th draft: _____ ask an adult to check CONVENTIONS.

After 8th draft(teacher corrections): _____ make necessary changes for portfolio.

IDEAS (blue):

- 1) Highlight every idea or concept that is **unusual** or **interesting** or **unique**.
- 2) Put a star next to sentences that **do not make sense**, are **hard to understand**, or **aren't clear**.
- 3) Write "PAPER PURPOSE:" at the top of the paper and "**to teach/prove something**". Tell the author if his/her paper has a different/wrong purpose.
- 4) Add 3 possible ideas to make the story more interesting.

AUTHOR: Revise your paper so that you:

- 1) *keep and add unusual/interesting ideas/details*
- 2) *rewrite unclear/ not understandable ideas/concepts*
- 3) *make sure your purpose fits the assigned purpose.*
- 4) *Consider the ideas offered by the peer editors. Add 3 new ideas/details.*

ORGANIZATION (orange):

- 1) Draw "{ " around these paragraphs on the **left side** and mark them accordingly: Introduction, Body 1, Body 2, Body 3, etc., and Conclusion.
- 2) Underline the **Thesis Statement** in both the Introduction and Conclusion.
- 3) In each of the Body Paragraphs, Label all Topic Sentences with "TS," all Detail Sentences with "DS," and all Clincher Sentences with "CS."
- 4) Draw a box around all words that show **order** or show **transition** (first, next, finally, etc.)

AUTHOR: Revise your paper so that you:

- 1) *have the basic 5 or more paragraphs that are separated clearly*
- 2) *have a clear thesis statement*
- 3) *have clearly-stated topic sentences*
- 4) *write each body paragraph in the same order they appear in the thesis statement*
- 5) *change/add up to 5 words that show order/smooth transition.*

VOICE (purple):

- 1) Circle all emotion words.
- 2) Highlight any lines that ask questions of the reader.
- 3) Underline all comments, opinions, or sentences that speak directly to the reader.

AUTHOR: *Revise your paper so that you:*

- 1) *delete the words that show emotion.*
- 2) *keep/add 3 questions and sentences that speak directly to the reader.*
- 3) *Delete all comments and opinions and replace them with facts.*

WORD CHOICE (pink):

- 1) **Circle all the powerful verbs.**
- 2) **Underline all weak verbs.**
- 3) **Circle all colorful adjectives.**
- 4) **Underline all boring adjectives.**
- 5) **Highlight all adverbs.**

AUTHOR: *Revise your paper so that you:*

- 1) *Add 5-10 more powerful verbs*
- 2) *Change all the weak verbs to more powerful ones*
- 3) *Add 5-10 more colorful adjectives*
- 4) *Change all the boring adjectives to more colorful ones*
- 5) *Correctly change/add 5-10 adverbs with “-ly”.*

SENTENCE FLUENCY (yellow):

- 1) **Highlight all the incomplete sentences and above the sentence, write “Inc.”**
- 2) **Underline all the simple sentences, and write “S” at the beginning.**
- 3) **Circle all the compound and complex sentences and write “CD” or “CX”.**
- 4) **Count the total number of each and write that on the last page.**

AUTHOR: *Revise your paper so that you:*

- 1) *Analyze the number of incomplete, simple, compound, and complex sentences; you are supposed to have 50% simple, 25% compound, 25% complex. Combine or split sentences to keep a good balance on sentence types.*
- 2) *Make all the incomplete sentences complete.*

CONVENTIONS (green):

Circle, count, and write down the number of mistakes for these:

- Spelling ____ (grammer...grammar)
- Sentence Fragments ____ (Liked it! Been there. Done that.)
- Run-on Sentences ____ (I went to the store yesterday and bought eggs but they didn't have any milk and I went home to watch TV so my mom got mad at me I felt bad!)
- Capitalization ____ (proper nouns, etc.)
- Punctuation ____ (commas, semicolons, quotation marks, etc.)
- Subject Verb Agreement ____ (A woman were here...The dogs is hungry)
- Tense Agreement ____ (She was here right now...They are here yesterday)
- Singular vs. Plural ____ (Two dog...One teachers)

AUTHOR: *Revise your paper so that you:*

- 1) *Fix each error.*
- 2) *Ask an adult (friend, dorm supervisor, parent, brother/sister, aunt/uncle, grandparent, principal, teacher) to read it and mark any errors s/he sees. S/he must sign the top of the paper after editing it.*