**Reviewer’s Name: Writer’s Name:**

**INTRODUCTION: [Total Numbers of Checks\_\_ ]**

**\_\_Is there a hook?**

**\_\_Is there a transition?**

**\_\_Is there a clear thesis statement?**

**\_\_Do the hook and transition support the thesis?**

**THESIS: [Total Numbers of Checks\_\_ ]**

**\_\_Does this thesis put a literary text and a theory text in conversation with each other?**

**\_\_Is this a FOCUSED and TEXTED-BASED thesis? (Hint is the “it” the paper focuses on a specific part of one of the text? Is the “so what” of the claim about how we read some aspect of the text rather than a more general claim about education at large).**

**\_\_What is the “so what” for this thesis? Meaning why does the claim matter in terms of how we understand one or both of the texts?**

**\_\_Is there a roadmap?**

**BODY OF THE PAPER: [Total Numbers of Checks\_\_ ]**

**\_\_Does the fundamental logic the writer uses to make their point hold water (meaning are they making claims they can actually prove with the literature or are they basing their argument on assumptions, opinions, and broad declarations; do they walk you through each step or their thinking or do they beg the question and make argumentative leaps with no explanation)?**

**\_\_Do the first sentences of each paragraph help introduce what’s coming, connect it to what came before, and help us understand where we are in the whole argument? (i.e. Hint: pretend that you didn’t have the introduction or the thesis statement. Based just on the body paragraphs, what is this paper arguing.)**

**\_\_Are the quotes accurately and clearly introduced, formatted, and cited? (Do you know which text the quote comes from? Do you know where in the text the quote comes from? Does the quote have quotation marks if it is short? Is it block formatted if it is longer than two lines? Are their accurate inline citations)?**

**\_\_Does the writer follow the quote by highlighting what they want us to look at in the quote and telling us why that is important? (Meaning if you took away the quote would you still understand the point)?**

**LANGUAGE: [Total Numbers of Checks \_\_ ]**

**\_\_Are the names of texts and authors spelled correctly and formatted correctly?**

**\_\_Are the sentences complete and a reasonable length (i.e. not more than 2.5 or 3 lines)?**

**\_\_Are there a lot of vague or unspecific parts (Possibly from: broad statements, passive voice or improper use of pronouns i.e. “it”, “they”, or “one” without specific referents)?**

**\_\_Are there several parts you can’t understand?**

**COMMENTS: [Provide a short answer for each of the following questions].**

1. **Name at least 2 things that are working in this draft:**
2. **Name the top 2 aspects that in your opinion still need more work in this paper:**
3. **Offer at least 1 concrete suggestion in response to what’s not working above.**
4. **Answer the author’s Questions for Reviewer.**

**GRADE: [0 checks = F 1 check =D 2 checks = C 3 checks =B 4 checks =A]**

**Introduction: \_\_\_\_\_\_**

**Thesis: \_\_\_\_\_\_**

**Body of the Paper: \_\_\_\_\_\_**

**Language: \_\_\_\_\_**

**Total (average the above): \_\_\_\_\_**

**[NOTE for figuring out the total: A= 95; B= 85; C=75; D=65. An F is either a 50 or a 0. If there is something there that tries but does not succeed, you give them a 50. If there isn’t anything there, then a 0].**

**Helpful Things to Consider When Reviewing Drafts**

Answering these questions is not required, but they may help you generate substantive feedback.

**First Order Concerns:**

>Does this piece have a clear thesis/argument statement?

>Does the scope of the argument work within the parameters of the paper?

>Is that argument logically sound or does it suffer from logical fallacies?

>What aspects of the paper seem superfluous?  (Or at least right now you do not understand how that element is helping what the piece seems like it is trying to do.)

>What aspects seem to run counter to what the piece is trying to do?

>What aspects are confusing?

>Are there redundant or repetitive (☺) aspects that do not add to the strength of the piece?

>Are there aspects that seem too general or broad, as if they might be helpful but you find that you have to use a lot of your imagination to see how it supports what the piece is doing?

>Does the organization help achieve what the piece is trying to do?  (i.e. would a particular line or paragraph or point be better in a different place in the essay)?

>Is there anything missing from the essay, which if added would really improve the essay’s ability to do what it is trying to do.

**Second Order Concerns:**

>Does all the text not in quotation marks sound as if it is in the author’s own voice?

>Are all the quotations cited correctly?  (Do I know who said the quote, in what particular text that quote was recorded, and any necessary information needed to find that quote?)

**>**Are each of the sentences complete sentences?  (meaning do they have a subject and a verb?)

>Does the essay use capital letters appropriately?

>Does the essay use punctuation appropriately?

>Are some sentences so long that it is hard to get through them clearly?

>Are words spelled correctly?