Expository Essay/Paragraph Editing

\_\_\_\_\_\_\_\_\_1. Highlight your thesis statement/topic sentence. Circle the Title and the author. Underline the three reasons that prove your argument; are they parallel?

\_\_\_\_\_\_\_\_\_2. Comment on your hook. Is it there? Is it interesting or basic?

\_\_\_\_\_\_\_\_\_3. Underline your summary. Is it 2 sentences or less?

\_\_\_\_\_\_\_\_\_4. Circle your transition words. Do you have one between each idea? Are they more interesting than first/second/for example?

\_\_\_\_\_\_\_\_\_5. Underline your five most sophisticated words. Are they at the Grade 10 level?

\_\_\_\_\_\_\_\_\_6. Underline your 3 supporting ideas. Highlight where you explain/analyze how they support your thesis statement. Are your examples specific and detailed?

\_\_\_\_\_\_\_\_\_7. Have you used I, we, your, you, us or me anywhere in your composition? If so, get rid of them.

\_\_\_\_\_\_\_\_\_8. Are your quotes integrated into your sentence? Did you change them so that they fit grammatically? Are they part of one of your sentences?

\_\_\_\_\_\_\_\_\_9. Do you have a conclusion? Is it interesting? Or repetitive?

\_\_\_\_\_\_\_\_\_10. Do you use sentence variety? Or is everything basically the same length? Do you vary sentence beginnings?

\_\_\_\_\_\_\_\_\_11. Is your composition in the present tense?

**Criterion A: Analysing**

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| **Level** | **Level Descriptor** | **Comments** |
| 0 | The student does not reach a standard described by any of the descriptors below. |  |
| 1-2 | The student:1. rarely justifies opinions and ideas with examples or explanations; uses little or no terminology,
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| 3-4 | The student:1. justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology,
 |  |
| 5-6 | The student:1. sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology,
 |  |
| 7-8 | The student:1. gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology,
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