

Editor's Name:

Author's Name:

## THE KNOTTED LINE PROJECT PEER REVISION GUIDE

1. Use symbols to give general feedback to your partner. Write these symbols and any additional comments right onto your partner's draft.

2. Give specific feedback on your partner's **hook** and **push** below. *Are you drawn in? Does the author ever try the first person voice? Do they end with a compelling point? Let your partner know what is strong and what they should try.*

<b>Feedback on HOOK:</b>
<i>Strong:</i>
<i>Try this:</i>
<b>Feedback on PUSH:</b>
<i>Strong:</i>
<i>Try this:</i>

3. Write a short narrative (4 sentences) to your partner than includes both specific **PRAISE** and **SUGGESTIONS** for revision. Remember, you are trying to help your partner ace this essay!

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4. **Assess your partner's essay using the rubric below.** What skills has the author mastered? What skills should they work on? What would they get if they turned it in today? What should they change before they turn in their final draft?

<i>Skill</i>	<b>Basic: Does not meet expectations</b>	<b>Approaching Expectations</b>	<b>Proficient: Meets Expectations</b>	<b>Advanced: Exceeds Expectations</b>
<b>Thesis!</b>	Thesis <i>unsuccessfully</i> builds connection between a historical event and a current one. Thesis is missing context (events), argument (connection) or reason (key word).	Thesis <i>vaguely</i> builds connection between a historical event and a current one. Thesis includes <i>weak</i> context (events), argument (connection) and reason (key word).	Thesis builds connection between a historical event and a current one. Thesis includes context (events), argument (connection) and reason (key word).	Thesis <i>gracefully</i> builds connection between a historical event and a current one. Thesis includes <i>strong</i> context (events), argument (connection) and reason (key word).
<b>Deep Analysis</b>	Analysis is <i>meager</i> and <i>formulaic/repetitive</i> (i.e., "this shows...").	Analysis is <i>copious</i> , but <i>formulaic</i> (i.e., "this shows...").	Analysis is <i>copious and effective</i> . It builds connections between pieces of evidence by using keywords.	Analysis is <i>copious and innovative</i> . It builds <i>original</i> connections between pieces of evidence by using key words.
<b>Textual Evidence</b>	<i>Less than 5</i> pieces of textual evidence and evidence is <i>irrelevant</i> . Evidence is <i>not integrated</i> .	<i>Less than 5</i> pieces of textual evidence and/or some evidence is <i>not clearly relevant</i> . Evidence may be <i>awkwardly</i> integrated.	5 pieces of <i>relevant</i> textual evidence are <i>smoothly</i> integrated.	5 <i>or more</i> pieces of <i>persuasive</i> textual evidence are <i>smoothly</i> integrated.
<b>Essay Structure (focus on hook and conclusion)</b>	Hook and conclusion are not present or are ineffective.	Hook and conclusion are present, but do not form a "frame."	Hook and conclusion form a "frame" that brings the reader into/out of the essay.	<i>Engaging</i> hook and conclusion form a "frame" that <i>imaginatively</i> brings the reader into/out of the essay.
<b>Revision and Professionalism</b>	Piece is not revised or ready for publication due to myriad grammar/spelling errors or inconsistent style.	Piece is partially revised, and not yet ready for publication due to limited grammar/spelling errors or inconsistent style.	Piece has been revised 3 or more times. Changes from first to final draft are obvious. Piece is suitable for publication and lacks grammar/spelling errors.	Piece has been revised 3 or more times. Changes between drafts are <i>significant and meaningful</i> . Piece is suitable for publication and lacks grammar/spelling errors.
<b>Extra Credit: First Person Voice!</b>	<i>First person voice is not used in the piece.</i>	<i>First person voice is used in a restricted way, to engage the reader or draw connections between past and present.</i>	<i>First person voice is used in a consistent way, to engage the reader or draw connections between past and present.</i>	<i>First person voice is used in a provocative way, to engage the reader or draw connections between past and present.</i>

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