**Author’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Directions: You are to read, revise, and edit your classmate’s introductory or body paragraph using this checklist. Two to three songs will play. When the songs are over, you will have 15 seconds to switch to a different student’s essay anywhere in the room.

**Introductory Paragraph Rubric Checklist**

1. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Checked for or provide:

* + - Paper written in MLA format (header, heading, margins, and title)
		- Paragraph indented
		- Introductory statement is attention getting: Yes or No
		- Write a suggestion to improve introductory statement
		- Contains one-two sentences giving background information about the topic/ Occasion
		- Gives a suggestion to improve background information sentences
		- Claim is clear and argues a for ONE side
		- Which side is the paper arguing YES or NO

2. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check for:

* + - Spelling mistakes
		- Contractions (can’t, won’t, shouldn’t)
		- Text language (e.g., LOL, WTH)
		- Colloquial speech/improper English (e.g., finna, had went, she be, fleek, hunnit, bruh, guh, cuz, salty, turn up, turn down, P.O.P hold it down, ratchet, or nah, girl bye… YOU GET THE POINT ☺)
		- Usage mistakes (e.g., their/there/they’re, your/you’re, two, to, too)
		- There are no personal pronouns (I, me, us, we, our, mine)
		- “You” is not used
		- Run-on sentences or fragments
		- All sentences are not simple sentences. Help to convert some of the sentences to complex or compound sentences.
		- Your classmate’s personality and voice is evident

**Body Paragraph Rubric Checklist**

3. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - Paragraph #2 indented
		- Reason #1 is the topic sentence
		- The topic sentence is good reason that supports the claim
		- Introduces source/author
		- Evidence #1 is from one of the sources and is a good defense for topic sentence
		- Evidence #1 is in quotation marks
		- After evidence #1 is the in-text citation (authors last name and page #)
		- Student explains how the evidence supports the claim, explains how the evidence is connected to the claim, and how the evidence is important to the claim. THIS IS THE COMMENTARY. IT SHOULD BE ATLEAST 3 SENTENCES.
		- Transition word introduces the next source/author
		- Evidence #2 is from one of the sources and is a good defense for topic sentence
		- Evidence #2 is in quotation marks
		- After evidence #2 is the in-text citation (authors last name and page #)
		- Student explains how the evidence supports the claim, explains how the evidence is connected to the claim, and how the evidence is important to the claim. THIS IS THE COMMENTARY. IT SHOULD BE ATLEAST 3 SENTENCES.
		- Has a counter-claim and rebuttal that argues for the other side of the claim (should come from one of the sources)
		- Has a transition word closes the paragraph
		- Closing Sentence

4. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check for:

* + - Spelling mistakes
		- Contractions (can’t, won’t, shouldn’t)
		- Text language (e.g., LOL, WTH)
		- Colloquial speech/improper English (e.g., finna, had went, she be, fleek, hunnit, bruh, guh, cuz, salty, turn up, turn down, P.O.P hold it down, ratchet, or nah, girl bye… YOU GET THE POINT ☺)
		- Usage mistakes (e.g., their/there/they’re, your/you’re, two, to, too)
		- There are no personal pronouns (I, me, us, we, our, mine)
		- “You” is not used
		- Run-on sentences or fragments
		- All sentences are not simple sentences. Help to convert some of the sentences to complex or compound sentences.
		- Your classmate’s personality and voice is evident

5. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* + - Paragraph #3 indented
		- Reason #2 is the topic sentence
		- The topic sentence is good reason that supports the claim
		- Introduces source/author
		- Evidence #1 is from one of the sources and is a good defense for topic sentence
		- Evidence #1 is in quotation marks
		- After evidence #1 is the in-text citation (authors last name and page #)
		- Student explains how the evidence supports the claim, explains how the evidence is connected to the claim, and how the evidence is important to the claim. THIS IS THE COMMENTARY. IT SHOULD BE ATLEAST 3 SENTENCES.
		- Transition word introduces the next source/author
		- Evidence #2 is from one of the sources and is a good defense for topic sentence
		- Evidence #2 is in quotation marks
		- After evidence #2 is the in-text citation (authors last name and page #)
		- Student explains how the evidence supports the claim, explains how the evidence is connected to the claim, and how the evidence is important to the claim. THIS IS THE COMMENTARY. IT SHOULD BE ATLEAST 3 SENTENCES.
		- Has a counter-claim and rebuttal that argues for the other side of the claim (should come from one of the sources)
		- Has a transition word closes the paragraph
		- Closing Sentence

5. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check for:

* + - Spelling mistakes
		- Contractions (can’t, won’t, shouldn’t)
		- Text language (e.g., LOL, WTH)
		- Colloquial speech/improper English (e.g., finna, had went, she be, fleek, hunnit, bruh, guh, cuz, salty, turn up, turn down, P.O.P hold it down, ratchet, or nah, THOT, girl bye… YOU GET THE POINT ☺)
		- Usage mistakes (e.g., their/there/they’re, your/you’re, two, to, too)
		- There are no personal pronouns (I, me, us, we, our, mine)
		- “You” is not used
		- Run-on sentences or fragments
		- All sentences are not simple sentences. Help to convert some of the sentences to complex or compound sentences.
		- Your classmate’s personality and voice is evident

CONCLUSION PARAGRAPH

6. Name of Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Check for:

* + - Indented paragraph
		- Transition word
		- Restated the claim
		- Mentioned the two reasons
		- Has a purpose for the audience
		- Spelling mistakes
		- Contractions (can’t, won’t, shouldn’t)
		- Text language (e.g., LOL, WTH)
		- Colloquial speech/improper English (e.g., finna, had went, she be, fleek, hunnit, bruh, guh, cuz, salty, turn up, turn down, P.O.P hold it down, ratchet, or nah, THOT, girl bye… YOU GET THE POINT ☺)
		- Usage mistakes (e.g., their/there/they’re, your/you’re, two, to, too)
		- There are no personal pronouns (I, me, us, we, our, mine)
		- “You” is not used
		- Run-on sentences or fragments
		- All sentences are not simple sentences. Help to convert some of the sentences to complex or compound sentences.
		- Your classmate’s personality and voice is evident