|  |  |  |  |
| --- | --- | --- | --- |
| **Standards** | **Yes** | **No** | **If No: Example\Evidence** **If Yes: Suggestions for Improvement** |
| *Do I introduce my topic clearly, previewing what is to follow by organizing my ideas and questions into broader categories and/or appropriate limitations?* |  |  |  |
| *Have I written a focused guiding question and generated additional related, focused questions that allow for multiple avenues of exploration?* |  |  |  |
| *Do I help my reader understand my inquiry by using relevant, well-chosen questions and adequate definitions, concrete details, and/or other information and examples?* |  |  |  |
| *Do I produce clear and coherent writing and balance statements and questions in order to create a readable rhythm?* |  |  |  |
| *Does my conclusion follow logically, revisit the guiding question, and reflect on the reasons for why I want to research this topic?* |  |  |  |
| *Is my writing clear and coherent?* |  |  |  |
| *Does my writing reflect attention to planning, revising, editing, and rewriting?* |  |  |  |
| *Have I clearly focused on my purpose and stayed true to my identified role (advocate, reporter, educator)?*  |  |  |  |
| *Does my formatting of the piece follow established requirements including font, font size, alignment, spacing, and appropriate information in the header and footer?* |  |  |  |
| *Did I invest enough time in the writing and editing process, as is evident by the quality of writing?* |  |  |  |

**Self-Edit**

**What I Want to Know**

**Peer Edit**

**What I Want to Know**

|  |  |  |  |
| --- | --- | --- | --- |
| **Standards** | **Yes** | **No** | **If No: Example\Evidence** **If Yes: Suggestions for Improvement** |
| *Does the author introduce his or her topic clearly, previewing what is to follow by organizing his or her ideas and questions into broader categories and/or appropriate limitations?* |  |  |  |
| *Has the author written a focused guiding question and generated additional related, focused questions that allow for multiple avenues of exploration?* |  |  |  |
| *Does the author aid in your understanding of his or her inquiry by using relevant, well-chosen questions and adequate definitions, concrete details, and/or other information and examples?* |  |  |  |
| *Did the author produce clear and coherent writing in which the author balances statements and questions and creates a readable rhythm?* |  |  |  |
| *Does the conclusion follow logically, revisit the guiding question, and reflect on the reasons for why the author wants to research this topic?* |  |  |  |
| *Is the writing clear and coherent?* |  |  |  |
| *Does the writing reflect attention to planning, revising, editing, and rewriting?* |  |  |  |
| *Is there evidence that the author focused on his or her purpose and stayed true to his or her (advocate, reporter, educator)?*  |  |  |  |
| *Does the formatting of the piece follow established requirements including font, font size, alignment, spacing, and appropriate information in the header and footer?* |  |  |  |
| *As the peer editor, do you feel the author invested enough time in the writing and editing process, by producing an effective and well-written piece?* |  |  |  |