Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class Period \_\_\_\_\_\_\_\_

Essay author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The introduction does a good job of preparing the reader for the essay’s topic by providing some background. |  |  |  |
| The introduction is easy to understand. |  |  |  |
| The introduction follows a funnel format, going from a broad statement or hook then narrowing to the thesis statement. |  |  |  |
| The thesis is strong and clear |  |  |  |
| The introduction follows the structure taught |  |  |  |

**Comments:**

Body Paragraph 1: Exposition

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The topic sentence clearly states the paragraph’s main idea |  |  |  |
| The topic sentence is well-supported by using many examples and pieces of evidence |  |  |  |
| There are transitions at the start and throughout the paragraph. |  |  |  |
| The body paragraph follows the structure taught. |  |  |  |
| Sensory details are plentiful |  |  |  |
| Dialogue is used sparingly/effectively |  |  |  |

**Comments:**

Body Paragraph 2: Conflict Introduced/Rising Action

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The topic sentence clearly states the paragraph’s main idea |  |  |  |
| The topic sentence is well-supported by using many examples and pieces of evidence |  |  |  |
| There are transitions at the start and throughout the paragraph. |  |  |  |
| The body paragraph follows the structure taught. |  |  |  |
| Sensory details are plentiful |  |  |  |
| Dialogue is used sparingly/effectively |  |  |  |

**Comments:**

Body Paragraph 3: The Climax

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The topic sentence clearly states the paragraph’s main idea |  |  |  |
| The topic sentence is well-supported by using many examples and pieces of evidence |  |  |  |
| There are transitions at the start and throughout the paragraph |  |  |  |
| The body paragraph follows the structure taught. |  |  |  |
| Sensory details are plentiful |  |  |  |
| Dialogue is used sparingly/effectively |  |  |  |

**Comments:**

Body Paragraph 4: The Falling Action/Resolution

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The topic sentence clearly states the paragraph’s main idea |  |  |  |
| The topic sentence is well-supported by using many examples and pieces of evidence |  |  |  |
| There are transitions at the start and throughout the paragraph |  |  |  |
| The body paragraph follows the structure taught. |  |  |  |
| Sensory details are plentiful |  |  |  |
| Dialogue is used sparingly/effectively |  |  |  |

**Comments:**

Conclusion

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| The thesis is revisited without being restated word-for-word. |  |  |  |
| The conclusion REFLECTS on the event just written about and how it has changed the author |  |  |  |
| The conclusion ends with a strong final thought to make the reader really think about the topic discussed |  |  |  |
| The conclusion follows the structure taught |  |  |  |

**Comments:**

Requirements

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| Essay has met and included EVERYTHING from the **requirements page** |  |  |  |
| Essay fits the description of a personal narrative |  |  |  |

**Comments:**

Grammar, Spelling, Mechanics

|  |  |  |  |
| --- | --- | --- | --- |
|  | Agree | Somewhat Agree | Disagree |
| Periods/End Marks are all where they should be |  |  |  |
| Commas are used correctly |  |  |  |
| Semicolons/Colons are used correctly |  |  |  |
| Capitalization is done correctly |  |  |  |
| Parallelism is NOT faulty |  |  |  |
| Punctuation with quotes is done correctly |  |  |  |
| There are NO double negatives |  |  |  |
| Titles are properly quoted or italicized/underlined |  |  |  |
| Words are spelled correctly |  |  |  |
| There are no run-ons/fragments |  |  |  |
| Sentences are clear |  |  |  |
| Quotes and punctuation rules with quotes are done correctly |  |  |  |
| Subjects, verbs, pronouns, and antecedents agree and are clear |  |  |  |
| Comparisons are clear and correctly done |  |  |  |

**Comments:**

**3 things you, the editor, liked the best about the paper**

**3 things you, the editor, believe need more work**