

Peer Editing Narrative Essay

Name on paper:

Your name:

1.) The essay...

- _____ (5) has a memorable story that captures the reader's interest and attention
- _____ (4) has an okay story that needs more drama, interest, or suspense
- _____ (2) may be interesting to the writer but needs a more general spark to interest others.
- _____ (4) has a intriguing, insightful reflection clearly connected to the narrative
- _____ (2) has a reflection part but it seems forced or has no original insights.
- _____ (0) has no reflection

2.) The narrative part is...

- _____ (5) is well-paced. Each event is given the right amount of time. Less important aspects are summarized quickly while more important aspects are described with descriptive detail.
- _____ (3) takes too long to get to its climax _____ (3) arrives at climax too quickly
- _____ (2) has a first sentence that awakens the reader
- _____ (1) has an average first sentence

3.) The second section of the body paragraphs...

- _____ (4) continues the story by telling the effects of the main event and starts reflecting on it.
- _____ (3) starts reflecting on the story but stops telling it.
- _____ (1) continues the story by focusing on the effects but doesn't reflect on it.

4.) The conclusion...

- _____ (3) seems thoughtful, fresh, insightful, and interesting.
- _____ (1) seems a bit too predictable.
- _____ (4) includes insightful explanation of the significance of the narrative and leaves the reader with something to think about.
- _____ (3) includes explanation of the narrative and gives a predictable final thought.
- _____ (0) ends the story but never talks about its significance.

5.) The last part of the essay...

- _____ (2) has a strong clincher _____ (1) could use a stronger hook
- _____ (0) leaves the reader hanging

6.) The essay contains words that (check all that apply)...

- _____ (5) have great examples of imagery and descriptive writing
- _____ (3) uses clichés or other predictable language.
- _____ (3) uses strong sensory descriptions
- _____ (2) uses average sensory descriptions (suggest improvements)
- _____ (3) has great verbs that are very descriptive and specific
- _____ (1) contains average verbs including is, are, get/got, have/has, am/are.

7.) The essay has...

- _____ (3) clear organization that is easy to follow.
- _____ (2) organization that sometimes makes random jumps or confuses the reader.
- _____ (0) confusing organization.
- _____ (2) separate paragraphs for each idea.
- _____ (0) seems to need more paragraph breaks.

8.) Mark any “to be” verb (am, is, are, were, was, be, being, been, become, became) and check the correct box.

- _____ (5) The essay uses less than five of them.
- _____ (4) The essay uses 6-7 of them.
- _____ (3) The essay uses 8-9 of them..
- _____ (0) The essay uses more than 10 of them.

9.) Add up the points (the number in the parenthesis) that you’ve given your partner.

Check what grade you just gave them:

- | | | |
|------------------|-----------------|-----------------------|
| _____ (46-45) A+ | _____ (44-43) A | _____ (42-41) A- |
| _____ (40-38) B+ | _____ (37-36) B | _____ (35-32) B- |
| _____ (31-29) C+ | _____ (28-25) C | _____ (24-20) C- |
| _____ (19-17) D+ | _____ (16-13) D | _____ (12 or lower) F |

Now start making suggestions to move their essay up to a higher point section. Feel free to use the following as examples of how to improve writing by deleting versions of the “to be” verb.

to be	NOT to be, PLEASE!
will be different	will differ
is interesting to me	interests me
the first step is for the editor to find	he editor must first identify
to insure that the project is doable	to insure the project's feasibility
this paper is an analysis of leadership	this paper analyzes leadership skills
this is a caricature of Donald Duck	this comic strip caricatures Donald Duck
this is important to the project because	its importance stems from