

Essay Evaluation and Response

Timothy L. Pagaard

STUDENT'S NAME	COURSE	SECTION
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ESSAY ASSIGNMENT NUMBER 1 2 3 4 5

In order to focus your efforts as you revise this and future essays, you need a comprehensive idea of what considerations have informed my evaluation.

Below I have rated your success in managing some important aspects of writing. Your performance in each is marked along a continuum, with maximum effectiveness shown on the

left, minimum effectiveness on the right.

Please be aware that I have not arrived at your grade by averaging points. The considerations below are not quantifiable in isolation. Their relative weight changes from essay to essay depending upon the impact each has upon the whole.

NO MARK = NOT APPLICABLE

1 CONTENT (what you have to say)

Assignment— You satisfy the specific demands of this project.

+ _____ -
Also, _____ words too long _____ words too short

Insight— You understand your subject and say interesting things about it.

+ _____ -

Clarity— Your insights are accessible to your readers.

+ _____ -

Originality of approach— You take a fresh look at your subject.

+ _____ -

Logical development— Your argument/exposition makes sense and is convincing.

+ _____ -

Evidence— You support assertions/generalizations with specific, concrete detail.

+ _____ -

Research— You have enlarged your knowledge of your subject.

+ _____ -

You use secondary material (quoting/paraphrasing/summarizing) effectively.

+ _____ -

Please review my "Four-Step Process"

You seem to rely too heavily upon either the words or the ideas of your source(s). Please see me *at once*.

Heat— You clearly feel strongly about your subject.

+ _____ -

2 STRUCTURE (the arrangement of parts)

Organization— You divide your subject into logical, cohesive parts and arrange them effectively.

+ _____ -

Title— is accurate, specific, and compelling.

+ _____ -

Introduction— is relevant and entertaining, effectively "selling" the essay.

+ _____ -

Thesis statement— You state your controlling idea clearly, early, and often.

+ _____ -

Articulate more precisely your limited subject unique angle.

Paragraphs— are developed logically, economically, and artfully.

+ _____ -

Revise to include effective topic concluding sentences.

Transitions— Connections between paragraphs, sections, and ideas are clear.

+ _____ -

Sentences— are economical, varied in length, type, and pattern.

+ _____ -

Conclusion— provides a sense of closure.

+ _____ -

EVALUATION

Your **RAW SCORE** on this assignment _____

- Preparation for *writing conference* (± 2) _____
- *Workshop draft* (none: -10 / partial: -5) _____
- Quality and extent of *workshop input* (± 2) _____
- *Late submission* (-10 per week) _____
- *Editing* (-20 maximum penalty) _____ *
- *Package* (± 2 ; see back of this sheet, bottom) _____
- *Research assignment* (+20 possible) _____

Your adjusted score, **YOUR GRADE** _____

Grading scale (scale for research paper shown at bottom)

40 points	30	20	10	1
A	B	C	D	
60 points	45	30	15	1

* These points come back with revision. But remember: You may revise only #1 and #2. So take responsibility for gaining control of editing long before submitting #3.

3 EDITING

(housekeeping) _____ *sentence-boundary errors* (-5 points each)

Mechanics— Grammar and punctuation do not distract, do not present a barrier to understanding your essay or to accepting your authority.

+ _____ -

Spelling— is similarly not a barrier. Your revision will not be accepted without a signed Writing Center referral form.

+ _____ -

Please review hyphenation possession/apostrophes
 capitalization numbers and numerals

Format— You conform closely to MLA conventions (see handout, handbook).

+ _____ -

Please review conventions for heading header title
 type size (11 pt.) type face (Roman) citations Works Cited

GENERAL COMMENTS

WRITERS WORKSHOP GROUP Please list names of group members.

REVISION

You may resubmit this essay any time before _____.

REVISION MEANS LARGE-SCALE REWRITING, not mere mechanical repair.

Thus, revision of considerations listed under 1 above will generally earn more additional points than those under 2 and significantly more than those under 3.

3.

COMMENTS ON REVISION

★ ADJUSTED GRADE: _____

BE SURE TO ATTACH YOUR ORIGINAL MARKED ESSAY AND THIS FORM TO YOUR REVISION. NO REVISION WILL BE ACCEPTED WITHOUT THESE. IF YOU HAVE ANY QUESTIONS—ESPECIALLY IF YOU NEED FURTHER ADVICE ON HOW BEST TO PROCEED WITH YOUR REVISION—PLEASE SEE ME.

Correction Symbols

I have responded to your writing in the margins and between the lines of your draft, making comments and suggestions for revision. I have also marked mechanical errors, using the notation explained below. If you have any questions as to my meaning, please see me or consult your usage handbook.

I have underlined words and phrases in your draft that need attention. Anything written above these *in parentheses* is a recommended *change or correction to your wording*. Everything else is commentary. For example,

...this comment features a suggested change: ...and this one doesn't:
 ww (ambidextrous?) agr s/v
 The batter was amphibious. We was amazed.

EDITING NOTATION

MARK	ERROR	MARK	ERROR	MARK	ERROR
ab	= faulty abbreviation	doc	= documentation needed	shift: per	= distracting shift in person or point of view
adv	= use adverb	frag	= sentence fragment	sp	= spelling error
agr p/a	= pronoun/antecedent agreement	mm	= misplaced modifier	trans	= transition needed
agr s/v	= subject/verb agreement	num	= error in use of number (spell out or use numeral)	vt	= verb tense
<u>awk word</u>	= awkward diction	para //	= faulty parallel	vt shift	= distracting shift in verb tense
case	= error in case	ref	= unclear pronoun reference	ww	= wrong word
cs	= comma splice	fused	= fused ("run-on") sentence		
		sexist	= language that could be perceived as sexist		

PROOFREADERS' MARKS

MARK	MEANING	MARK	MEANING	MARK	MEANING
word	= delete; take out	words some	= transpose words, letters, or punctuation	some words	= insert hyphen
another add word	= insert	some words	= break for new line	some words	= insert dash
stet word	= let stand (ignore correction mark)	¶	= break for new paragraph	some words	= insert semicolon
] some words	= indent (move right)	no ¶	= no paragraph break	some words	= insert colon
[some words	= don't indent (move left)	Not Name	= make lower case	dont	= insert apostrophe
] Title [= center-align	NOT CAPS	= make upper case	A quotation.	= insert quotation marks
# somewords	= insert space	name	= make upper case	A question?	= insert question mark
some words	= close up (or join clauses to form a single sentence)	some Words	= insert period		
		some words	= insert comma		

PACKAGE Every version of your project—draft, first submission, and revision—contains the following as prescribed in the syllabus.

- Highlighting and annotation* ("STD"s) *Correct sequence* →
 MLA conventions observed scrupulously *Stapled at upper left*

- *This evaluation sheet (especially on revision)*
- *Revision draft (as appropriate)*
- *First submission draft*
- *Workshop draft (only if annotated in workshop session)*