STATION 1- Conventions

Did the writer indent every paragraph to show where a new idea begins or to show a change in speakers? If not, add paragraphing symbols where needed.

Are capitals and punctuation marks used in the right places to help the reader make sense of the piece? If not, add them where needed.

Is the spelling correct? Make corrections as needed or circle the word and write “sp” above it if you’re not sure how to correct it.

Did the writer use correct grammar so it is easy for the reader to understand what is written? If not, fix the problems🡪 (Tense shifting, subject verb agreement, etc.)

Check for comma splices and indicate this issue by writing “cs” above the error.

STATION 2- Sentence Fluency

Analyze the use of simple, complex, and compound sentences in this essay. What, if any, changes do you recommend in sentence lengths?

Check the different kinds of words used to **start** sentences. Are words of different lengths and types used? Explain what you noticed. What, if any, changes do you recommend in how sentences are started?

Have transitional sentences, phrases or words been used to connect ideas together or move on to new points? If not, provide suggestions where this person could add in transitional words or phrases.

Does this piece flow smoothly when read out loud? If so, explain why. If not, pick 2-4 spots and fix them. Look for fragments that impede meaning.

Did you find any examples of wordiness or repetition that should be removed? If so, put a line through them.

STATION 3- Language (word choice)

Put a check by any colloquial language (informal). Unless those terms were included on purpose, go back and replace them with better options. You can also circle the word and write “WC” above the word.

Do you think the writing is presented in a clear and formal manner?

Overall, does the language feel natural and are words used **correctly**? If so, explain your thinking. If not, give the writer one piece of advice about that.

Do any phrases seem cliché? Underline these and write “cliché” above the statement. If you can, provide a suggestion on how to fix it.

Check for wordiness, vague language, and/or generalizations

STATION 4-Ideas and Content

Read the piece again from the beginning. Did the writer get off-topic anywhere? If so, mark those spots with a large dot. Explain how the writer could fix those problem areas.

Was the inquiry question answered thoroughly? If so, explain how this is done well. If the answers (body paragraphs) are too general, give the writer advice on how to narrow it.

Has the writer carefully analyzed/explained/commented on the evidence?

How could they improve their analysis?

STATION 5- Organization

Go back and focus on the introduction. Did it “grab” your attention and make you want to read more? If so, explain why. If you think it can be improved, fix it or provide suggestions.

Did the final paragraph effectively bring the piece to a close so it feels complete? Is there FFT? Has the writer summed up the key points? If so, explain how. If not, fix it.

Analyze the order of the piece. Is it shared in a way that is clear and makes the reader want to find out what comes next? If so, explain why the organization works. If not, what specific suggestion would you give the writer to fix it?

Consider the arguments made by the author. Do they support the thesis and appear in the right places? If so, explain two arguments you felt worked well. If any do not work or parts lack details, fix them