***Caution:*** Both rubric and paper must be returned. You may separate them, but staple them back together.

**Instructions:** You must:

1. As you work, keep visible the link shown in the class session.
2. Compare carefully and side by side the student’s paper and the exact page of the source the student cited.
3. If the student did not follow one (or more) of the 5 Good Habits for Evidence in the “F” or “D” columns, mark the paper as shown in the link in the class session.
4. Underline in the rubric below any Good Habits for Evidence that the student did not follow.
5. Put a check in the yellow box for the letter grade the student earned. Notice the ***Caution*** beside the letter grades.
6. Write your suggestions to the student in the

***Tip:*** Use pencil especially when writing on the student’s paper. You may change your mind. (When I grade, I do.)

*Caution:*Focus **only** on content and the 5 Good Habits for Evidence. Do **not** write any suggestions for style or grammar.

Your Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date turned in: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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|  | **Put a check in the yellow box for the letter the student earned.**  ***Caution:*** if there are underlined problems in the F or D columns, the student **cannot** earn more than a D. | | | | |
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| **Requirement** | **"F" Paper Criteria** | **"D" Paper Criteria** | **"C" Paper Criteria** | **"B" Paper Criteria** | **"A" Paper Criteria** |
| Reading FOR Evidence (60%) | 1: Used an unreliable source. 2: Used an incorrect or incomplete part of the source required for the question asked. 2&3: Assumed. | 2: Misread or read passively.  3: Made errors such as cherry-picking facts or embellishing facts. | Accurately read the parts, but did not analyze or try to evaluate or synthesize interconnections. | Accurately read the parts and analyzed each one. Tried to evaluate and synthesize interconnections. | Accurately read the parts and analyzed each one. Evaluated and synthesized interconnections. |
| Writing WITH Evidence (30%) | 2: Did not answer all parts of the question.  2&3: Wrote assumptions.  3: Did not cite accurately and according to the directions.  5. Used "" inaccurately and changed meaning. | 2. Wrote passively.  4. Plagiarized or did “half-copy” plagiarism (also called “patchwrite”).  5. Used "" inaccurately, including making the author's sentences look grammatically incorrect. | Only summarized separately each of the parts of the question, but did not cover interconnections. | Revealed each part and covered some interconnections. Provided few examples. | Understood each part and revealed the parts’ inter-connections. Provided clear and representative examples. |
| Following Directions for Evidence (5%) | Did not follow directions above or with the questions (such as maximum length). | Did not follow directions. | Followed the directions. | Followed the directions carefully. | Followed the directions exactly. |

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|  | Grade for its Good Habits for Evidence:  \* 0 = If **any** marks in “D” or “F” columns  \* 50 = If **no** marks in “D” or “F” |  | Grade for the content: If you made a “C” or “B” or “A,” you also had **no** marks in the “D” or “F” columns. You also earn full points for the Good Habits for Evidence. |  |

**Your suggestions to the student who wrote the paper.** (Be polite, specific, and write only about the 5 Good Habits for Evidence, **not** grammar and **not** style.) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Do not mark below. This is where I will enter the grade for your peer review.**

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| **Criteria** | **Needs Improvement (11 or less)** | **Basic Usefulness of Your Review (12 +)** | **Good Review (14 +)** | **Active Review (16 +)** | **Exemplary Review**  **(18 +)** |  |
| **Your Review of the Student’s Content** | Did not focus on the history content and did not examine the student’s content compared to the sources used. | Accurately underlined content issues in the rubric. Marked with a brief phrase the content issues in the rubric and paper. | Not only met the criteria of Basic Usefulness, but also wrote 1 specific comment about content for the question answered. | Not only did what was listed in Good Review but also wrote more than 1 specific comment about content. | Not only did what was listed in Active Review, but also identified a key issue in the student’s content. |  |
| **Your Review of the Student’s Use of the 5 Good Habits for Evidence** | Did not focus on history and use of evidence as measured by the 5 Good Habits for Evidence. | Accurately underlined content issues in the rubric. Marked with a brief phrase the evidence issues in the rubric and paper. | Not only met the criteria of Basic Usefulness, but also wrote 1 specific comment about the student’s use of evidence. | Not only did what was listed in Good Review but also wrote more than 1 specific comment about content. | Not only did what is listed for Active Review, but repeatedly focused on the 5 Good Habits for Evidence. |  |
|  |  |  |  |  | **Total** |  |