**Peer Revision Form**

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| --- | --- | --- |
| 6th Grade -- Informative | Author | Peer |
| INTRODUCTION | The topic is clearly introduced. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| Related information is organized using strategies, like text structure. Appropriate formatting is used (e.g., headings).  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| EVIDENCE | Facts, definitions, details, quotations or other information and examples are present.Detail 1 Detail 2Detail 3 | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  |
|  |
| TRANSITIONS | Uses transitions to clarify the relationships among ideas and concepts.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  | Transitions: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| LANGUAGE | Uses academic language and content vocabulary to support the topic. Example 1Example 2 | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| A formal style is maintained.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| CONCLUSION | There is a conclusion present.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| The conclusion is related to the information presented. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |

**Peer Revision Form**

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| 6th Grade -- Argumentative | Author | Peer |
| INTRODUCTION | The claim clearly introduced. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| Reasons and evidence are presented in an organized way.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| EVIDENCE | Supplies reasons and relevant evidence to support the claim. Reason/Evidence 1 Reason/Evidence 2Reason/Evidence 3 | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  |
|  |
| TRANSITIONS | Uses words, phrases, and clauses to clarify the relationship among claim(s) and reasons. Linking examples:  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
|  |  |
|  |
| STYLE | A formal style is maintained.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| CONCLUSION | There is a conclusion present.  | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |
| The conclusion is related to the argument presented. | [ ]  Yes [ ]  No | [ ]  Yes [ ]  No |