## **Peer Evaluations—Research Paper**

WRITER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

EVALUATOR: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Directions: Read through the essay carefully before answering the following questions.*

# Structure

Create a brief outline of this essay section (do not worry about format—just get the main points and major sub points) below.

# Body Paragraphs

Does each body paragraph begin with a clear topic sentence that states the point developed in each? Please indicate the line numbers of any paragraph that is missing a clear topic sentence.

Is each main point fully developed with specific, supporting details? Please note the line numbers of any paragraphs not fully developed.

**Does the writer effectively synthesize both the primary and secondary sources to develop/prove/support each point/sub point?** *In other words, does each chocolate-nut cookie (point) have a nice, even sprinkling of both chips (primary source evidence) and nuts (secondary source support) embedded in a firm foundation of cookie dough (your writing)?*

Note any areas that need more nuts, chips, or dough, and specify which one or ones!

Does the writer use transitions to move fluidly from one point to the next? Please note the line numbers of any places that give the reader whiplash.

Has the writer accurately documented each specific detail (whether a direct quotation, paraphrase, or summary), pointing directly to its entry in the list of works cited?

Please note line numbers of any pieces of information that the writer needs to check for documentation.

# List of Works Cited

Is the list of works cited in proper format (double spaced, indented properly, order of different pieces of information, proper usage of punctuation, etc.)

Please note any problems with the above or with individual entries. Check them thoroughly!

Is the list in alphabetical order?

# Grammar and Style

\_\_\_\_\_ Note the line numbers of any spelling errors:

\_\_\_\_\_ Note the use of any first (I, me, my, we, us, etc.) or second person (you, your, yours) pronouns.

 (line numbers)

\_\_\_\_\_ Note the line numbers of any run-on sentences or sentence fragments.

\_\_\_\_\_ Note the line numbers every time you see an expletive (“it” or “there” + a “to be” verb):

\_\_\_\_\_ Note the numbers of any lines that contain the passive voice:

\_\_\_\_\_ Note any subject-verb agreement errors:

\_\_\_\_\_ Note any pronoun-antecedent agreement errors:

*Comment on the overall effectiveness and impression of this research paper, including any specific suggestions for improvement:*