

NAME: _____

Peer Review:

Please use these rubrics to score your classmates's papers. Provide a short, paragraph long commentary at the bottom of this sheet, indicating what you would suggest for improving the paper. You cannot give a score of 5 or 6. And any score of 3 or 4 must be accompanied by a short justification below the matrix.

Self-Talk Rubric 1: Thesis (or Central Idea)

	Rating
Essay fulfills all the requirements of Rating 5 and achieves a level of artistic mastery which may be marked by an innovative, authentic, and provocative thesis.	6
Essay contains an definitional statement that is clear; that elaborates on multiple implications; that identifies non-obvious (surprising, counter-intuitive) complexities of meaning and implications; and that does so at a sophisticated level.	5
Essay contains an definitional statement that is clear and that elaborates on multiple implications.	4
Essay contains an definitional statement that is clear and that only elaborates on one or two implications.	3
Essay contains an definitional statement that is clear but that does not elaborate on implications.	2
Essay contains a minimal statement that summarizes rather than defines or interprets.	1
Essay does not provide a clear thesis.	0

Self-Talk Rubric 2: Logic (Logical Coherence and Development)

	Rating
All the requirements of Rating 5 for all ideas are fulfilled and further the writing achieves a level of artistic mastery which may be marked by innovative, authentic, and provocative structure.	6
Almost all ideas are logically developed and directly linked to an definitional thesis that identifies non-obvious (surprising, counter-intuitive) complexities of meaning and implications. Almost all ideas are connected at the sentence and paragraph levels with appropriate use of transitional words and phrases. Almost all paragraphs are clearly focused on the development of the thesis.	5
Almost all ideas are logically developed and directly linked to an definitional thesis. Almost all ideas are connected at the sentence and paragraph levels with appropriate use of transitional words and phrases. Almost all paragraphs are clearly focused on the development of the thesis.	4
Most ideas are logically developed and directly linked to an definitional thesis. Most ideas are connected at the sentence and paragraph levels with appropriate use of transitional words and phrases. Most paragraphs are clearly focused on the development of the thesis.	3
Some ideas are logically connected and linked to an definitional thesis. Transitional words and phrases at the sentence and paragraph levels are used inconsistently. Some paragraphs are clearly focused on development of the thesis.	2
A few ideas are logically connected, but they are not linked to a thesis. Paragraphs lack focus, organization, and transitions.	1
The ideas are not logically connected; lack of transitions hinders understanding.	0

Self-Talk Rubric 3: Evidence

	Rating
Student fulfills all the requirements of Rating 5 and further achieves a level of artistic mastery which may be marked by innovative, authentic, and provocative use of evidence.	6
Student incorporates and analyzes a range evidence that is significant, sufficient, and appropriate for the rhetorical situation; student also incorporates and analyzes some evidence that seems to contradict the overall purpose, claim, argument or rhetorical situation and components.	5

Student incorporates and analyzes much evidence that is significant, sufficient, and appropriate for the rhetorical situation.	4
Student incorporates and analyzes some evidence that is significant, sufficient, and appropriate for the rhetorical situation.	3
Student incorporates evidence, but evidence is limited (significant, sufficient, appropriate) for the rhetorical situation or limited in analysis.	2
Student incorporates a single source of evidence and/or evidence lacks analysis.	1
Student incorporates no evidence.	0

Self-Talk Rubric 4: Mechanics (Grammar, Syntax, Punctuation, Spelling)

	Rating
Writing is error free and further achieves a level of artistic mastery which may be marked by innovative, authentic, and provocative style.	6
Writing contains 0 errors and entails masterful syntax, diction, and tone.	5
Writing contains 0-1 errors (i.e. deviations from Edited Standard Written English) on any one page.	4
Writing contains 2 errors on any one page.	3
Writing contains 3 errors on any one page.	2
Writing contains 4 errors on any one page.	1
Writing contains 5 or more errors on any one page.	0

Self-Talk Rubric 5: Intellectual Mastery of Critical Definition

	Rating
Student fulfills all the requirements of Rating 5 and further achieves a level of artistic mastery which results in a professionally publishable critique.	6
Student fulfills all the requirements of Rating 4 and further provides a more complex understanding of critique.	5
Student provides a critique which includes: (1) a detailed definition of plagiarism, (2) his or her main point about the definition, (3) detailed and integrated background material relevant to his or her main point, (4) important implications and complications concerning the definition, (5) a statement of his or her assumptions plus multiple implications and/or complications of those assumptions.	4
Student provides a critique which includes:(1) a more detailed definition of plagiarism, (2) his or her main point about the definition, (3) background material relevant to his or her main point, (4) a statement of his or her assumptions and at least one implication or complication of those assumptions .	3
Student provides a critique which includes: (1) a simple definition of plagiarism, (2) his or her main point about the definition, (3) some background material relevant to his or her main point, (4) a simple statement of his or her assumptions.	2
Student provides a simple factual statement for a definition (i.e., the author does or does not achieve his or her purpose) <i>or</i> provides a descriptive, personal statement (the article was informative, exciting, boring, etc.) but does not provide any one or several of the following: (1) a summary definition of plagiarism <i>and/or</i> , (2) his or her main point about the definition <i>and/or</i> , (3) statement of his or her assumptions.	1
Student indicates a faulty understanding of definition.	0