

Writer's Name: _____

Assignment Name: _____

Tutor's Name: _____

Teacher Name: _____

Directions: Remember that the writer should always hold the pen or the iPad and lead the conference! Let the writer explain each skill to you. Use the questions below as a guide to continue asking more questions. Also remember not to overwhelm the writer. If s/he has major changes, focus on the most important *few* skills first. You can always do a second conference for additional skills later.

Step 1: Read the whole essay. Underline the thesis and main ideas.

- a. Has the writer annotated the **prompt**, so s/he understands all of the requirements?
- b. Does the **Thesis** statement respond *completely* to the prompt?
- c. Is the **thesis** worded clearly with active and appropriate word choice?
- d. Do the **Main Ideas** have a clear relationship to the **Thesis**?

Step 2: Read the introduction

- a. Does the introduction have appropriate **context** to provide the reader with background?
- b. Does the context **connect** and flow clearly to the thesis?
- c. Does the writer include any **requirements** such as title and author, topics, or any key words from the prompt?

Step 3: Read the body paragraphs one at a time and highlight all evidence in one color

- a. Does the paragraph contain **evidence** appropriate to the assignment?
- b. Is the evidence a good **choice** to support the main idea?
- c. Is there **enough** evidence to support the main idea?
- d. Is the evidence **integrated** clearly either directly or indirectly as required?
- e. Does the evidence contain **citations** as needed including author, title, and/or page number?
- f. Does the paragraph include appropriate **transitions** as necessary (from one piece of evidence to the next and one paragraph to the next)?

Step 4: Read the body paragraphs one at a time and highlight all analysis in a different color

- a. Does the **Analysis** prove the **Main Idea and Thesis**?
- b. Does the **Analysis** connect to a larger point exploring ideas such as “so what,” “who cares,” or “why is this important”?
- c. Does the essay address any **counter claims** that provide additional perspectives *and then* argue why they are wrong or may be right under certain conditions?
- d. Is everything in that paragraph **on topic** and in a **logical order**?

Step 5: Read the conclusion

- a. Does it restate the **thesis**?
- b. Does it **summarize/extend/evaluate/challenge/provide counter claim** as required by the rubric?
- c. Does it leave on a strong “**clincher**?”

Step 6: Grammar, word choice, tone and formatting

- a. Has the writer **spell-checked** the paper?
- b. Is the paper properly **formatted**?
- c. Is the **wording** of the essay easy to follow?
- d. Are there any *major* **grammar** errors such as fragments, run-ons, or subject-verb agreement?
- e. Has the writer avoided simplistic **word choice**—for example “to be” verbs and words like “really” and “very”?
- f. Has the writer used an appropriate **tone** by avoiding informal words and personal pronouns as required by the rubric?
- g. Has the writer reviewed the rubric to be sure s/he has met all of the requirements?

REFLECTION and GOAL SETTING (to be filled out by the writer)

In this draft I feel I did a good job at these specific skills:

1.

2.

3.

For my next revision I will focus on the following specific skills:

1.

2.

3.

The following are questions that I may have to ask my teacher or another teacher:

1.

2.

3.