Modern European History

Exploration Essay Peer Editing Sheet

Essay Author: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Essay Peer Editor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Points to remember:**

> write an outline before writing the essay

> create a thesis statement that restates the question and has all of your arguments in order of least to most important - **underline your thesis**

> include argument paragraphs with at least two pieces of evidence (can be more) that accurately support the argument

> do not use first person (I, we, us) or contractions (won’t, didn’t, etc.)

> do not use absolutes (always, never, every, etc.) unless you are 100% certain they are true

> only include quotes that are less than two lines in length and are cited

> avoid the use of extra qualifiers (such as “really” – i.e., “this event was really important”)

**Format Expections**

12 pt., Times New Roman font

double-spaced, 1-inch margins

title centered at the top of the first page

correct spelling and grammar and proper sentence structure and paragraph format

**Essay Prompt:**

*Why is this explorer historically important?*

The A Essay (100-90)

\_\_\_\_\_ Contains a thoroughly developed thesis that identifies and explains why this explorer is historically important.

\_\_\_\_\_ Presents an effective analysis of the historically important contributions of this explorer.

\_\_\_\_\_ Effectively supports thesis with substantial and relevant information.

\_\_\_\_\_ May contain minor errors.

\_\_\_\_\_ Clearly organized and well written.

The B Essay (89-80)

\_\_\_\_\_ Contains a thesis that identifies and explains why this explorer is historically important.

\_\_\_\_\_ Has limited analysis of the historically important contributions of this explorer.

\_\_\_\_\_ Effectively supports thesis with some relevant information.

\_\_\_\_\_ May have errors that do not seriously detract from the quality of the essay.

\_\_\_\_\_ Shows acceptable organization and writing; language errors do not interfere with comprehension.

The C-D Essay (79-60)

\_\_\_\_\_ Contains a limited or undeveloped thesis.

\_\_\_\_\_ Deals with the question in a general manner; simplistic, superficial treatment of the subject.

\_\_\_\_\_ Contains little factual information.

\_\_\_\_\_ May have major errors.

\_\_\_\_\_ May be poorly organized and/or written.

The F Essay (60 and below)

\_\_\_\_\_ Contains no thesis or a thesis that does not address the question.

\_\_\_\_\_ Exhibits inadequate or incorrect understanding of the question.

\_\_\_\_\_ Contains no information that is inaccurate or does not support arguments or thesis.

\_\_\_\_\_ Has numerous errors.

\_\_\_\_\_ Is written so poorly that it inhibits understanding.