## Preparation

* Have your graded essay ready to use for annotation and revision purpose.
* Download the [WHP Writing Rubric](https://www.oerproject.com/OER-Materials/OER-Media/PDFs/Teacher-Resources/WHP-Writing-Rubric)

## Purpose

A good way to improve your writing skills is to analyze and edit writing samples using peer drafts or even your own essay. In this activity, you are given a tool to use that gives you a strategy for evaluating and revising the use of analysis and evidence in a piece of writing based on the WHP Writing Rubric. As you think critically about the criteria in the rubric and evaluate a piece of writing against it, you will develop a stronger understanding of all of the factors that make a piece or writing “good.”

## Process

1. Review the Analysis and Evidence row of the rubric with your class, remember that well-placed and well-explained evidence can make all the difference in making a convincing and compelling argument.
2. Take out the Analysis and Evidence Revision Tool and walk through it with your class.
3. Note the directions at the top, which ask you to review the feedback from an essay. This is a helpful step because it gives you a general sense of how the essay fared in terms of analysis and evidence and where improvement is needed.
4. Go through each item on the checklist to make sure all criteria related to analysis and evidence were included in the essay. Work through the list with your class, and be sure to ask questions if you aren’t clear about what an item is asking for. Then, look to see if everything in the list is included in the essay. Only check the boxes if the criteria are met. If any criteria from the checklist were not met, leave those boxes blank.
5. The final step on the tool is to revise the essay based on all the blank checkboxes. Use the unchecked boxes as guidance for what can be done to improve the essay. You can use the Analysis and Evidence Prewriting Tool to help structure revisions.
6. To give you more practice with the Analysis and Evidence Revision Tool, your teacher might have you review and revise a sample graded essay.
7. Once you have a solid grasp on how the tool works, you’ll repeat the process on your own graded essay.

|  |  |  |  |
| --- | --- | --- | --- |
| Name: |  | Date: |  |

**Directions:** First, review the feedback for the essay. Look specifically at the feedback on use of analysis and evidence to help give you a general understanding of how and where the essay could be improved. Second, go through each item on the checklists below to make sure all criteria related to analysis and evidence are included in the essay. Third, for any items you do not check off, it’s time to revise! Use the unchecked boxes as guidance for what you can do to improve the essay. You can use the Analysis and Evidence Prewriting Tool to help guide your edits, as well.

|  |
| --- |
| Step 1 – Review and Revise: Thesis/Major Claim and Supporting Claims |
| Review the thesis/major claim to be sure it is clear, specific, and debatable. This is important because all analysis and evidence should tie back to this claim.  The writing prompt/question is directly answered.  There is a preview of the supporting claims in the thesis/major claim.  Counterclaims are addressed. |
| Review the supporting claims to be sure they are related to the focus of the essay.  Each paragraph has a clear supporting claim that is directly related to the thesis/major claim.  Each paragraph focuses on its supporting claim and its supporting claim only throughout the paragraph.  Each paragraph contains ideas, words, or phrases that link back to your claim. |
| Review each paragraph, making sure there is enough justification provided to prove the idea presented in the supporting claim.  At least one detail (evidence) from a source is included to back up the supporting claim presented.  Sentences are included that introduce the evidence.  Sentences are included that explain the evidence.  Counterclaims are addressed. |
| Review the use of counterarguments or counterclaims. Counterarguments can be addressed anywhere throughout the argument where they make sense, or where a reader might say, “But what about…?”  Each paragraph addresses alternative or opposing viewpoints to your argument. (Hint: Simply start the sentence with the phrase that captures an alternative or opposing viewpoint, such as “While some have argued. ”)  Counterclaims include evidence and analysis specifically refuting that counterclaim. |

|  |
| --- |
| Step 2 – Review and Revise: Evidence |
| Review each paragraph to be sure you have selected the best evidence to support the point you are trying to prove.  The detail selected is the most compelling detail from the source.  The detail selected is the best detail to prove the point presented.  There is evidence to refute a counterclaim in the argument.  There is enough specific evidence text to make the detail clear, but not so much that there is a long summary or a large chunk of quoted text in the middle of the essay. |
| Includes an introduction to the evidence being presented.  The evidence is introduced, perhaps by summarizing details about the source (who wrote it, when, why, and how it relates to the larger question at hand).  There is enough context for the reader to understand the source this evidence came from or to understand why the evidence supports the argument. |
| Includes an explanation of the evidence presented. Explains to readers exactly why the detail provided proves the point being made.  The explanation links back to the supporting claim using specific ideas, words, or phrases from the supporting statement.  The reader can point to an exact line in the paragraph that answers the question, “Why does the writer think this detail proves their point?” |

|  |
| --- |
| Step 3 – Review and Revise: Reason |
| Each paragraph explains how the evidence links to the thesis/major claim.  Each paragraph has a sentence or two that links the details and analysis presented back to the claim.  There are specific ideas, phrases, or words that mirror a part of the claim. |