**Peer Editing Rubric for Features**

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| Area | 5  Exceeding Standard | 3  Approaching Standard Met | 1  Approaching Standard |
| **Writing style** | Consistently clear and easy to understand | Generally clear, but some sentences need to be read more than once to understand | Needs revision |
| **Verbs** | Verbs are active voice and in past tense throughout | Some passive voice in the writing, but all past tense | Anything other than past tense verbs used |
| **Sources** | People are fully identified on first reference including credentials. | People are identified by name, but there is no identifying factors included. | People are not identified, or it is done poorly.  (e.g. Luke Li, Senior... is he a 12th grader, or does he have a son named Luke? Why did you capitalize senior? Isn’t he a senior at Carlmont?) |
| **Quotations** | Quotes are well-chosen to complement the story and properly integrated into the story with attribution. | Quotes may not be properly integrated, and may not be the best for the story. | Poorly chosen and badly integrated. |
| **Objectivity** | Unless it is an opinion piece, stories are free of bias. Multiple sources are included, especially ones that are on both sides. | Multiple sources must be included, but they may not be the strongest authorities. | Biased or unsupported. |
| **Focus** | The story emphasizes the present and future instead of focusing on the past. Questions are anticipated by the writer and addressed in the article | Questions are all addressed, but there is too much focus on past events. | Questions are not anticipated, and the story merely states what happened. |
| **Research** | It is obvious through the reading that the author has done research and become an expert. Sources are properly attributed. | Sources may be attributed, but the writer may have chosen the easiest thing to research without exploring deeply. | No evidence of research |
| **The Lede** | The lede introduces the topic and engages the reader. It is short and makes the reader want to continue to the next paragraph. | The lede may be long, or may not be as engaging. | Boring lede; badly constructed. I wanted to stop reading.  (don’t start your lead with a date or the words “Carlmont” or “Students.”) |
| **Grammar** | Perfect use of grammar | Slight mistakes,but do not distract from reading. | Sloppy, unpublishable. |
| **AP Style** | AP style is used throughout. | AP Style used, but some errors. | No AP,  unpublishable |