Task #12
Revising

Content Standards:
1. TSWBAT effectively revise their work and the work of others.

Process Standards:
1. TSWBAT work cooperatively with a group.

Task:
The students will use the revising checklist to revise their draft and the draft of others. They will first revise their own and make sure that their first draft meets all the criteria for a good persuasive piece (criteria listed on the check list). If they find something that needs to be changed, they will make the change using a green pen. For example, if they notice that one of their paragraphs does not have a closing sentence, they will add it to that paragraph using a green pen. Then they will work with a partner to revise each other’s drafts. If they notice something that needs to be changed on their partner’s draft, they will use a green pen to make a “suggested” change.

To use the checklist appropriately, they must first put their initials at the top of the column where they will make their checks. After reading the draft go back through it and make sure it meets all the criteria on the checklist. If the draft meets the criteria, they will put a check in that row. If it does not meet one of the criteria, then leave the line for the check blank and make the “suggested” change on the draft. The teacher should model this process.

To assess how accurately the revised the drafts, the teacher will also revise the drafts. The goal for the students is to catch all the parts that need to be revised. The teacher will revise each draft after this process, and if s/he finds something that the students did not catch, they will lose points on the rubric. Therefore, the most important part of this task is to accurately identify the parts that need to be revised, and to make “suggested” changes on the draft.

The students will also be assessed for how well they work with their partner. More specifically, they must stay on task at all times and all conversations must be about the revising process and the draft they are revising. The teacher will be walking around and if they hear any side conversations, or sees that a student is not on task, s/he will make a note of it that will be used when completing the rubric.

Criteria:
Content Standard #1
1. The students accurately identified changes that needed to be made to the draft.
2. Made “suggested” changes to the draft when needed.
Process Standard #1
1. On-Task: Was always on-task and never had off-topic discussions.
**Rubric:**

<table>
<thead>
<tr>
<th></th>
<th>1 point</th>
<th>2 points</th>
<th>3 points</th>
<th>4 points</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accurately Identified Changes</strong></td>
<td>Rarely identified changes that needed to be made.</td>
<td>Somewhat accurate in identifying changes that needed to be made.</td>
<td>Mostly accurate in identifying changes that needed to be made.</td>
<td>Accurately identified the changes that needed to be made.</td>
<td>x2 /8</td>
</tr>
<tr>
<td><strong>Made “Suggested” Changes</strong></td>
<td>Rarely or never made “suggested” changes when needed.</td>
<td>Sometimes made “suggested” changes when needed.</td>
<td>Most of the time made “suggested” changes when needed.</td>
<td>Always made “suggested” changes when needed.</td>
<td>x3 /12</td>
</tr>
<tr>
<td><strong>On-Task</strong></td>
<td>Was off-task and/or was having off-topic discussions.</td>
<td>Was somewhat off-task and/or sometimes had off-topic discussions.</td>
<td>Was always on-task and never had off-topic discussions.</td>
<td>n/a</td>
<td>/3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/23</td>
</tr>
</tbody>
</table>

**Comments:**

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