Task #13
Editing

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

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

Task:
The students will use the editing checklist to edit their draft and the draft of others. They
will first edit their own and make sure that their first draft doesn’t have any spelling,
grammar, or other errors. (possible errors listed on the check list). If they find something
that needs to be changed, they will make the change using a red pen. For example, if
they notice that there is a spelling error, they will make change the spelling error with a
red pen. Then they will work with a partner to edit each other’s drafts. If they notice
something that needs to be edited on their partner’s draft, they will use a red pen to make
the change.

To use the checklist appropriately, they must first put their initials at the top of the
column where the will make their checks. They must then read the draft one sentence at
a time, starting with the last sentence and working their way up until they read the first
sentence. If the draft meets the criteria on the checklist (ex: no spelling errors), 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 change on the draft with a red pen. The teacher should model
this process.

To assess how accurately the edited the drafts, the teacher will also edit the drafts. The
goal for the students is to catch all the parts that need to be edited. The teacher will edit
each draft after this process, and if s/he finds something that the students did not catch,
they will loose points on the rubric. Therefore, the most important part of this task is to
accurately identify the parts that need to be edited, and to make 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
editing process and the draft they are editing. 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 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 Changes</strong></td>
<td>Rarely or never made changes when needed</td>
<td>Sometimes made changes when needed.</td>
<td>Most of the time made changes when needed.</td>
<td>Always made changes when needed.</td>
<td>x2 /8</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></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>/19</td>
</tr>
</tbody>
</table>

**Comments:**

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