

Figure 5.6: Argumentation Feedback Sheet

Argumentation Feedback Sheet				
<b>Directions:</b> Highlight or place a check next to the questions you want a reviewer to concentrate on when reading and providing input. Enter any additional questions in the blank spaces at the end of this sheet, if needed.				
Writer: _____		Reviewer: _____		
Questions to Guide Revision	Check Appropriate Column:			Comments
	Yes	Somewhat	No	
Is the <b>introduction</b> compelling and does it provide enough <b>context</b> ?				
Is the <b>thesis</b> strong and does it clearly stake a claim?				
Do the <b>topic sentences</b> support the thesis by providing clear and compelling <b>reasons</b> ?				
Is there enough <b>evidence</b> ? Is the evidence relevant?				
Is there clear <b>elaboration</b> to explain the evidence?				
Is the paper <b>organized</b> in a way that facilitates understanding?				
Do any paragraphs or parts need to be <b>reordered</b> ?				
Is the <b>counterargument</b> acknowledged and addressed in a compelling way to support the argument?				
Is the text sometimes <b>too wordy</b> ? If so, what information can the writer delete?				
Do words and phrases unnecessarily <b>repeat</b> , detracting from the message?				
Are there <b>inflammatory, judgmental, or biased words</b> or phrases the writer should delete or change?				
Are there <b>confusing parts</b> that interfere with building a cogent argument?				
Is the writing geared to the intended <b>audience</b> and written in an appropriate <b>tone</b> and <b>style</b> for these readers?				
Does the <b>conclusion</b> leave a strong impression and restate the major premise and points?				
Is there an image, graphic, or other <b>text feature</b> that can enhance the piece?				
Are there appropriate <b>transitional words and phrases</b> to make the writing flow?				

Source: Glass, K. T. (2017b). (Re)designing argumentation writing units for grades 5–12 (pp. 94–95). Bloomington, IN: Solution Tree Press.