



Writer's Name: \_\_\_\_\_

### Self-Evaluation

If your response includes the item, put a check (✓) in the box next to the description. Using a different color than the one you wrote the paragraph with,  **annotate/label the writing** to show where each item is.

**R**eword and **A**nsWER the question with a clearly stated thesis, claim, or topic sentence.  
(Restates enough of the prompt so reader knows what it was.)

(1) Textual evidence that includes...

...1(a) **C**itation of a "specific quotation" from the text (and source)  
and...

...1(b) **E**laboration/Reasoning: Explanation of how the textual evidence develops the answer

(2) Another piece of textual evidence that includes...

...2(a) **C**itation of a "specific quotation" from the text (and source)  
and...

...2(b) **E**laboration/Reasoning: Explanation of how the textual evidence develops the answer

**Transitions/Conclusion:** Transitional words/phrases are used appropriately; conclusion is

**Fluency:** Correct punctuation; easy to read aloud

**Appropriate voice/tone** for academic writing

**Handwriting** is clearly legible; spacing is appropriate and neat. Total number of checks (✓) = \_\_\_\_\_

### Reader's Evaluation

The question is **r**eworded and **a**nswered the with a clearly stated thesis, claim, or topic sentence.  
(Restates enough of the prompt so you know what it was.)

(1) Textual evidence that includes...

...1(a) **C**itation of a "specific quotation" from the text (and source: e.g., "...in line 6..." or "...from the second stanza...")  
and...

...1(b) **E**laboration/Reasoning: Explanation of how the textual evidence develops the answer

(2) Another piece of textual evidence that includes...

...2(a) **C**itation of a "specific quotation" from the text (and source)  
and...

...2(b) **E**laboration/Reasoning: Explanation of how the textual evidence develops the answer

**Transitions/Conclusion:** Words/Phrases that move the reader from one idea to the next & appropriate conclusion statement at the end (not just "The End")

**Fluency:** Correct punctuation; easy to read aloud

**Appropriate voice/tone** for academic writing

**Writing is correctly/neatly labeled; the writer understands what a R.A.C.E. response includes.**

**Handwriting** is acceptably legible for a ninth grader. Total number of checks (✓) = \_\_\_\_\_

Comments: \_\_\_\_\_