

NAME _____
DATE _____

EVALUATION ESSAY #1 REQUIREMENTS
THE DOUBLE HELIX

By now, you should understand how to write an effective Evaluation Essay. If you do not, reference your **Evaluation Rubric**, read the instructions below and ask your teacher for help. Now that you have finished reading *The Double Helix*, you will be required to write your first Evaluation Essay. Essentially, an Evaluation Essay is your opinion about the book and the ideas expressed in that book, backed up with good solid evidence from the book, your biology textbook and your lecture notes. Never be afraid to have a different opinion than someone else, as long as you have evidence to back it up. Your opinion is your thesis. Your thesis will be the main idea of your Evaluation Essay. Follow the steps below to complete your essay, DUE AT THE END OF THE PERIOD IN LESSON 31. Make sure you get your teacher's initials where they are called for or you will not receive credit for that portion of the essay.

Your final paper must have a title page with your original title, your name (as you are the author), the class, the period and the date. It should be typed, double-spaced, with 1-inch margins, in Times or Times New Roman 12 point ONLY, and be a MINIMUM of 5 paragraphs. A paragraph is at least 2 or more sentences and must include the all of the information from your [Circle Diagram](#). **Any paper that doesn't meet these basic requirements will be handed back WITHOUT A GRADE, to be corrected and turned in again for a LATE grade.**

Your paper MUST be handed in with a [Circle Diagram](#), **Evaluation Essay #1 Requirements** sheet with teacher's initials, the Evaluation Essay Rubric with the grade you would like to earn circled, a 1st draft, revisions from your partner in a different color pen or pencil, a 2nd draft, 1 adult edit for spelling, punctuation and grammar, and a final draft typed. You will lose points for each missing piece. Any paper turned in without a 1st draft will be considered the 1st draft, regardless of when it was turned in. (Thus, if you turn in your first draft on the final due date, it will be considered a very late first draft, and you will still be missing a final draft.) All portions of this assignment will be marked off one point for late work, which means you are missing your teacher's initials.

STEP 1: Using the **Circle Diagram Instructions for Essays**, complete your **Blank Circle Diagram**. Have your teacher read and approve your circle diagram by initialing your [Circle Diagram](#) AND the space below.

_____ teacher initials

STEP 2: Using your [Circle Diagram](#) as your outline, write your first draft. Spelling, punctuation and grammar do not count in this draft. Your ideas do. Make sure you write in full sentences and full paragraphs. The following is how to write up your Evaluation Essay in paragraph form:

Paragraph 1=your thesis statement, your 3 reasons (at least 3, but you might have more) that led you to believe your thesis statement is true, and a closing sentence.

Paragraph 2=your first reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 3= your second reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 4= your third reason that backs up your thesis statement and at least 2 pieces of evidence that would lead you to believe the reason you are giving is true, and a closing sentence.

Paragraph 5=your closing statement which should be your initial thesis statement restated in a new and different way, questions you may still have and why you have them, and a closing sentence that wraps all of your ideas up. If you have more than 3 reasons, the same format is true, you will just have more than 5 paragraphs.

*This is due at the beginning of the period in the next lesson for full credit. Make sure you get your teacher's initials below and on your first draft to receive your full credit. Make sure you keep your first draft, as you will need to turn it in with your final draft in order to receive full credit on this assignment.

_____ teacher initials

STEP 3: Have a partner revise your first draft using the following technique:



(Make sure your partner is writing directly on your first draft! If your partner makes no suggestions and does not help you to make any changes, you need to get a partner who will. It is your paper and your responsibility to improve it. Points will be taken off for no suggestions and no changes because there were no suggestions!)

- 1) In a different color pen or pencil directly on the first draft, check to make sure there is an original title. If not, circle it and write a note that tells them to get one or if you are feeling generous, give them a couple of suggestions.
- 2) In their first paragraph, make sure their thesis is clear and understandable. If it is not, write them a note that tells them it is not clear and explain what isn't clear by asking them good questions that you may have about it.
- 3) In their first paragraph, check to make sure that they have at least 3 reasons that support their thesis statement. If they do not, write them a note that tells them they are missing a reason or that their reason is not clear. Be sure to explain why it is not clear. Suggest how they might make it better.
- 4) In their first paragraph, make sure they have a closing sentence that wraps up their thoughts and ideas for that paragraph. If they do not, write them a note that tells them to put one in. Make a suggestion as to what they might write.
- 5) In their second paragraph, make sure they have stated their first reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they should write it.
- 6) In their second paragraph, make sure they have at least 2 pieces of evidence from *The Double Helix*, their lecture notes, or their textbook that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the page number and the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 7) In their second paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.
- 8) In their third paragraph, make sure they have stated their second reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they write it.
- 9) In their third paragraph, make sure they have at least 2 pieces of evidence from *The Double Helix*, their lecture notes, or their textbook that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the page number and the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 10) In their third paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.
- 11) In their fourth paragraph, make sure they have stated their third reason and explained how they believe it supports their thesis statement. If they did not do this, write them a note that tells them to do it and give them a suggestion as to how they write it.
- 12) In their fourth paragraph, make sure they have at least 2 pieces of evidence from *The Double Helix*, their lecture notes, or their textbook that support their reason and that they have made clear how the evidence supports the reason. Make sure they have written the page number and the source for each piece of evidence. If any of this is missing, write them a note that asks them to do whatever is missing. Give them a suggestion as to how to write it.
- 13) In their fourth paragraph, make sure they have a closing sentence that wraps up the ideas of that paragraph and leads the reader into the next idea. If they do not, write them a note that asks them to write that sentence. Give them a suggestion as to what to write.
- 14) In their fifth paragraph or their closing paragraph, make sure they have restated their thesis statement in a new and different way. If they did not, write them a note that asks them to do this. Give them a suggestion as to how to write it.
- 15) In their fifth paragraph or their closing paragraph, make sure they ask any remaining questions they may have and attempt an answer. If they did not, write a note that asks them to do it. Make sure they have summed up their ideas and that they have written a closing sentence. If they did not, write them a note that asks them to do this.

When your partner has finished revising your paper, have them write at the top of your paper "Revised by and sign their name." Then have them sign their name below.

_____ student signature

STEP 4: Based on the suggestions of your partner, write your second draft. Your second draft must include the changes that your partner suggested. When you have completed your second draft, show the first draft with the revisions and your second draft to your teacher and have your teacher initial below to show that it was done on time.

_____ teacher initials

STEP 5: In a different color pen or pencil, have one adult edit your paper for spelling, punctuation and grammar mistakes directly on your second draft. This adult could be a parent/guardian, teacher, friend or community member. However, it cannot be your teacher for this class. When they are done, have them sign the top of the first page of your second draft. Then have them sign and print their name below.

_____ adult's printed name

_____ adult's signature

Show your teacher your edited second draft, along with your first revised draft. Get your teacher's initials below to show that it was done on time.

_____ teacher initials

STEP 6: Type your paper. Make sure to follow the typing requirements at the top of this page. When you are done typing, print it out. Staple everything together in the following order: this requirements sheet on top, your **Evaluation Essay Rubric**, typed final draft, second draft, first draft, circle diagram. Have your teacher initial below to show that she received it on time. Turn it in.

_____ teacher initials

GRADING PROCEDURE: YOUR GRADE:

Circle Diagram	4 points	_____
First Draft	6 points	_____
Revisions	4 points	_____
Second Draft	6 points	_____
Adult Edit	4 points	_____
Final Draft	6 points	_____
Rubric Grade	6 points x 2	_____
Total possible	<u>42</u>	YOUR _____
		TOTAL _____

To figure out your grade, divide your total points by the total points possible and multiply by 100. This will give you a percentage. See table below for grade percentages.

A- to A+	90% - 100%
B- to B+	80% - 89%
C- to C+	70% - 79%
D- to D+	58% - 69%
F	57% and below

