**ANLI Writing Self-Evaluation (Draft)**

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| **Check** | |
|  | Put a star next to the attention getter (or called the launch). |
|  | Underline the focus of the thesis statement (or called subject--Write FOC before it).  The *focus* tells the reader exactly on what or whom the writing focuses. |
|  | Underline the precise opinion of the thesis statement (Write PO before it).  The *precise opinion* gives the answer to a question about the subject.  A good precise opinion is vital to the reader's comprehension of the goal of the writing piece. |
|  | Underline the main points of the thesis statement and label them a, b, c. (Write MP before it).  The *main points* lay out the writing piece’s plan to the reader and its shape of ideas before paragraphs begin. |
|  | Underline all topic sentences and mark each with a TS.  The *topic sentence* is the first sentence of a paragraph that matches the main points. |
|  | Bracket first, second, and third order support for each main point and label them 1, 2, and 3. |
|  | Write a plus before the closing paragraph/sentences. |
|  | Circle all transitions.  *Transition words* signal a list of ideas, link similar thoughts, contrast dissimilar ideas, indicate time, show cause and effect, and announce a problem or solution. |
|  | Box all grammatical errors. |
|  | Circle all formatting errors (Review the ANLI writing guide). |
|  | Place an asterisk next to any exegetical fallacies. |
| **Yes or No** | |
|  | Does the essay match the teacher’s prompt/directions? (Reread the prompt, assignment directions, and teacher notes.) |
|  | Does the essay consistently maintain the thesis throughout the entire paper? It does not bird walk! |
|  | Does the essay show support and elaboration for key points constructing mental images for the reader?  Support shows details and relevant information for the key points, while elaboration backs up the points through examples, embellishments, or discussion. |
|  | Does the essay’s organization take the reader smoothly from one idea to the next?  Organized writing links paragraphs, connects sentences within the paragraph, and joins words in a sentence. It also has an introduction and close. |

**Three Parts of a Thesis**

**Focus**

The focus previews the subject of the paper, which addresses the teacher’s prompt.

**Precise Opinion**

The precise opinion gives the answer to a question about the subject. A good precise opinion is vital to the reader's comprehension of the goal of the essay.

**Main Points**

The main points provide a blueprint of the essay’s plan and shape of ideas before paragraphs begin.

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| **Example 1**  The Snickers bar **(FOCUS)** is the best choice for an on-the-go snack for active teenagers **(PRECISE OPINION)** because of its high level of energy-inducing proteins, satisfying sweetness, and all-around portability **(MAIN POINTS).** |

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| **Example 2**  Though the name of God does not appear overtly in the book of Esther, the Almighty manifested His sovereignty and providence in the narrative’s background. The account makes evident Israel’s providential God. **(FOCUS)** Jehovah, the covenantal name God showed to His people meaning He who will be (Exod 3:13-15; Heb 10:37; Rev 1:8), ordered all that concerned the Jews as a pledge to fulfill their final salvation. He acted in His silence—visible while invisible. **(PRECISE OPINION)** How can the reader find the Invisible One’s evidence of providential actions? A close look at His providence reveals He manifested it in numerous manners from event reversals to the fulfillment of pledges. **(MAIN POINTS)** |

Adapted from Cheryl Hague, Governors State University