**Self-Reflection during Draft Revision**

**Preparation:** Reread the AP prompt, and read your current draft, underlining or bolding passages where you are having difficulties in the editing process.

**STEP ONE:** Ask yourself 3 productive questions about how you could improve a particular feature of your draft, such as thesis, argumentation, multi-modal evidence, arrangement of evidence, source use & integration, etc (see the left column of the grading rubric). If you are interested in revising aspects of your draft that you do not see in the rubric, please feel free to address those as well!

**STEP TWO:** Take notes on the prompt and the grading rubric in order to refine your questions. Read the relevant portions of the prompt and rubric aloud, rewriting portions of them in your own words, so you can internalize the standards of evaluation, making them part of your composition process.

**STEP THREE:** Write new questions informed by the precision of the prompt and grading rubric. Your new questions should be formulated to improve the quality of your writing in relation to the goals articulated in the prompt and rubric, as well as your own goals for your writing. In some cases, one may question may generate two questions in the question revision stage (see examples below).

**STEP FOUR:** Write responses to your questions, explaining how you plan to improve your writing in a precise part of your draft.

**STEP FIVE:** Finally, revise the appropriate feature of your draft, cutting and pasting an excerpt from your revision. Save this document so that you can use it as part of your final ePortfolio.

Here are examples of the first three steps:

**EXAMPLE OF STEP ONE:**

**Initial questions:**

1. How can I make my thesis more argumentative?

2. How can I weave research into my writing?

3. What can I do to make my multi-modal sources more interesting?

**EXAMPLE OF STEP TWO:**

**Relevant portions of the grading rubric:**

1. "The composition clearly presents an appropriate solution(s) that addresses key causes of the problem identified by the advocate and illustrates detailed knowledge of the intended effects. Analytic arguments in favor of the solution are presented in a clear solution thesis statement."

2. "The composition uses sources appropriately in distinct and different capacities: primary/secondary, exhibit/argument/background. The author integrates the sources seamlessly into the composition."

3. "Uses various types of evidence and/or genres to create multi-modal elements that strengthen and deepen explanations, summaries, and arguments. Visual evidence is dense and diverse in information, yet communicates information clearly and effectively."

**EXAMPLE OF STEP THREE:**

**Revised questions:**

1. How can I make a clearer connection between causes and solutions in my introduction? How can I revise my thesis to make the first stage of an argument that advocates a solution, as opposed to simply a description of a variety of possible solutions?

2. Which sources can I use in order to exhibit a point, which ones can I use in order to argue, and which ones should I use simply for background information? Where does one of my sources seem out of place, lacking context, etc, and how can I give it context?

3. Which additional genres can I use as multi-modal elements? What is an instance where my multi-modal source doesn't really strengthen or deepen my explanations, and what can I do to address that issue?