

Peer Review

Model Lesson Plan: Introducing Peer Review for the First Time

I Do:	They do:
1) (5 minutes) Free Write: What are your experiences with peer review? Are they positive? Negative? Why? What made peer review work for you? Not work? What's your biggest pet peeve? What do you wish it would be like?	(write on a piece of paper)
2) (5 minutes) Ask students to share out (write responses on board – or on a power point if you have a tech-savvy room)	(students share out)
3) (2 minutes) Create class expectations for peer review based on that list.	(students listening)
4) (2 minutes) Create Partners (one half of the room puts their name on a piece of paper and throws it to the other half).	(students find partners)
5) (5 minutes) Introduce Peer Review <ul style="list-style-type: none"> Explain Higher/Lower Order concerns – we're looking for higher At least 2 "in-text" comments – should be detailed statements (this is good and why, this could be strengthened by x) or reader response with a question to the author. ((at this point, I would usually workshop a sample on the board and talk about what makes a "good" in-text comment, but we didn't have time today)) <ul style="list-style-type: none"> "End comment" should be answering the questions projected. Explain expectations (5 minutes of reading/commenting, 5 minutes of out loud talking – I will tell you when to switch with your partners) – and cold call someone to repeat instructions 	(students take notes)
6) (10 minutes) conduct peer review <ul style="list-style-type: none"> 5 minutes: Students read and respond written feedback 3 minutes: Students give oral feedback (switch when I say after 1.5 minutes) 2 minutes: write a quick revision plan of your claim on your paper. 	((students would be giving suggestions of how to workshop sample marginalia comment if we had time)) (silent work then guided share out)

Sample "Complex Claim":

When applying for a job today or even just entering the career world in America there are many skills and attributes that create a good candidate. Skills such as being responsible, efficient, and flexible are considered, as well as different attributes such as being polite, respectful, and having courteous manners. These are not the only attributes considered anymore though, unfortunately now more than ever speaking Standard American English is becoming nearly a requirement. Those who do not poses this unwritten prerequisite are set back in the battle for a career. Not only are they hindered during the interview and hiring process but also from the very beginning of their education they are pin pointed as different. Next, they are set on a track towards standardizing their language and accents. In this essay I will discuss how language influences the careers that can be achieved or are even available for non Standard English speakers. Authors such as Lippi Green, Tan and Anzaldúa have considered the lack of rights, education and stripping of culture presented to those with unstandardized speech in the work force.

Guided Peer Review Questions:

- What are your overall thoughts on the complex claim? Does this have all five elements of a complex claim (claim, counterargument, evidence, road map, stakes)? Which element is strongest and why? What could be improved and why?
- Is the claim specific and arguable? What suggestions do you have for improvement or why do you think it's so strong?
- Does the author present a brief overview of evidence for their claim? How does this evidence support the claim (or not)? Does the order the evidence is presented make sense?
- Why does this claim matter? Does the author make it clear what the stakes are here?
- Does the author provide a counter-argument/concession? What do you think of the counter-argument/concession? Does it help strengthen the claim? Why or why not? Is it sign-posted with a transition word so you can tell it's a counterargument/concession?

How to use the sample LP:

- Note on the above sample questions: a lot of these are worded so that they're yes/no. I verbally tell students that these are just questions to help brainstorm for a thoughtful comment and they're not supposed to answer every question verbatim. Make sure you make this clear or write more open-ended questions.
- This is a targeted skill peer review that takes about 20 minutes. If you have longer, add more questions to target other skills, and see my suggestions below on how to switch up the partners. You might want to consider having them change partners if you're going to spend more than 20 minutes on peer review because students tend to finish early, get disengaged, and therefore sit idly.
- Although this was modeled like it's the first time for peer review and you could use it to do just that, you can also use this any time you do peer review. For instance, if you do this later in the quarter, you could ask them to write down experiences from their last peer review in your class for the free write. Then, just change out the questions for what you're trying to target.

General tips for peer review:

- *Always* have a clear set of instructions. *Never* walk in and say "peer review each other's papers" and think that will work.
- Do peer review often. It does not need to be this big whole hour of your class. In fact, it is sometimes (actually most times) useful to do little peer reviews on a simple thing – do a targeted peer review on one or two skills. My goal is to do peer review once a week if not every class.
- Know that peer review is *not* a waste of time. It will save you so, so much time if you have students getting feedback before the draft gets to you. It can save you from writing the same comment on everyone's paper, and it gets the drafts to a place that will better benefit from your feedback. Because you are (hopefully) doing peer review often, make sure you switch it up a lot. See below for some ideas 😊

How should I make partners/groups?

- Have one half of the class right their name on a piece of paper and toss it to the other half
- Number off to form groups
- Bring starbursts/M&Ms/skittles and divide people by colors
- Create partners and then tell the partners they can pick another partner group to form a group of four
- Do a game of musical chairs. This works well when you're doing a targeted skill (like claim workshopping). Turn on music and when the music stops, students should sit in a chair other than their own to do the one/two question peer review. Repeat 2-3 times.
- Create groups of four strategically (works well when you have a long hour for peer review). Number students 1 - 4: *Student 1 = Strong Student // Student 2 = Weak Student // Student 3 = Strong Student // Student 4 = Weak Student*
 - For 15 minutes: have student 1 and 2 // 3 and 4 answer guided questions/leave marginalia about something important (like claims/organization)
 - For 15 minutes: have students 1 and 3 // 2 and 4 answer guided questions/leave marginalia about another important thing (like quotations/evidence)
 - For 15 minutes: have students 1 and 4 // 2 and 3 work together on whatever they want (maybe have them do a writers memo?)

What should I have them do?

- Create guided questions and ask them to answer them (this could cover one skill like we did today or multiple skills).
- Create a checklist for requirements of the paper and ask the peer reviewer to check and sign off.
- Ask students to write a writers memo where they tell their peer reviewer what to look for in their paper. Require 2 marginalia per page and an end note addressing the requests of the memo.
- Read the prompt/rubric together and create guided questions as a class.
- Use the rubric for the paper and ask students to "grade" each other's work (if you do this, I would ask them to print their paper and put their student ID on it instead of their name. Collect the anonymous papers, randomly distribute, have students peer review anonymously, re-collect the papers, and re-distribute to the owners – this way it is completely anonymous and feelings won't get as hurt.)