

Precise Peer Evaluation

We are moving from teacher evaluation to skills obtained to be able to optimize and speed up evaluation process – through peers. This comes after teacher feedback in full (if work has been turned in on time throughout this year) and self-evaluation on your latest TED Talk piece. Now, you are prepared to offer meaningful feedback to your peers that will help them excel.

Step A:

I will return your essays you turned in to turnitin.com. Your grade (out of 50) is posted on PowerSchool, and if you click on the blue comment, it explains, in brief, why some points may have been taken off.

If you did not turn your essay in, then you will be working (hard copy) on this today. (*You can see why I had asked you to print your work originally.*) If you do not have your original copy, you will still do your best to get your ideas on paper, based on your thesis idea.

Step B:

I will go through the process, verbally, of peer editing (steps below) and model this process for you.

Step One:

Check MLA formatting. Margins should be 1", font should be Times New Roman, paper should be perfectly double spaced. For citations, within your paragraphs, citations should be placed in parenthesis at the end of the sentence, with either the author's last name (if available) or first few words of the website title in quotes. For Works Cited, if entries are longer than one line, the second line should be indented. These should follow Works Cited guidelines, as outlined in class last class period. Make sure the parenthetical citations match the beginning name or words of the Works Cited entry.

Step Two:

You have received an essay from another individual. Please be respectful. It is not helpful for the writing process to use a negative tone and tear someone down. As you make suggestions, do so positively. Say things like, "I really like how you . . . but perhaps you might also consider . . ." rather than "this writing makes absolutely no sense, and the words are all jumbled – why did you even try?!"

First, read through each writing piece.

Second, decide on three major things the individual can improve upon. Write these down on the bright colored half sheet provided. For instance, maybe the essay reads choppy (sentence structure), there are sentences that fuse together when they should have a period between them, or don't have a subject and verb (run-ons & fragments), wording is simplistic (diction needs to be more precise), or

wording is so overly done that it doesn't make sense (diction needs to be made simple). Perhaps ideas are jumpy (work would be needed in transitions), the overall idea is never clear (work would be needed in thesis creation and consistency), or too many ideas are presented within sentences (work would be needed in cleaning up garbled or cluttered sentences). These are common errors, but if you find another consistent error in the individual's work, you could list that instead.

Third, find an example for each weakness you mentioned (not 1 million examples, just one example each) and write these down. Suggest how they should be fixed.

Step Three:

Check for common mistakes that most people make.

- Generic you's (change to "we", "people", or something that fits the particular people-group the author discusses (i.e. "students")).
- First person pronouns ("I" "my" "me" etc.). *Unless* the writer is sharing a brief personal anecdote that helps provide a clear example, first person pronouns should be avoided.
- Transitions between sentences. Ideas should connect. Use the list of transitions printed for you to suggest transition words and phrases that might work.
- Dropped quotations. Quotations should never be used to start a sentence unless in the hook. Suggest a way to lead in to a quote.
- Ideas that need elaboration. Ideas should be explained *thoroughly*. If further clarification is needed, ask questions that will help you gather more info as a reader of the essay.