Peer Feedback

Why It's Important
- Develops students' revision skills.
- Clarifies writing expectations.
- Increases accountability for writing.
- Builds academic speaking and listening skills.
- Provides an authentic audience and immediate feedback.
- Decreases the number of drafts the teacher reads and assesses.

When to Use It
- Follow the Peer Feedback routine after students write a draft paragraph, essay, or research paper.
- Use this routine with the core curriculum or content-area classes after students complete drafts of writing assignments.

Peer Feedback

The Peer Feedback routine actively engages students in developing revision skills and improves the overall quality of their writing.

Collaborating to Revise Writing

When students assess their peers' writing, they develop revision skills, improving the content and organization of their own writing. Additionally, peer collaboration during revision increases motivation to revise, decreases writing apprehension, and improves attitudes toward writing. Using a scoring guide, or rubric, to structure peer feedback on writing helps familiarize students with the assessment criteria and encourages accountability. This form of targeted peer feedback increases students' confidence in writing because the expectations are clear.

The Peer Feedback routine is a structured and accountable writing revision strategy. Use this routine after students have written their drafts and you have clearly explained and modeled the routine. During this routine, two students work together using a scoring guide to assess the content and organization of their drafts and to offer focused suggestions for revision. Students use the same criteria during the Peer Feedback routine that teachers use to assess their final drafts.

Peer Feedback at a Glance

The peer discussion below is a sample of how partners use frames in the Language & Writing Portfolio *to offer targeted and constructive feedback.*

Sample Peer Feedback Discussion

Partner 1

State positive feedback about partner's writing.
You did an effective job of including strong reasons to support your claim that schools should start later to accommodate adolescent sleep needs.

Offer suggestions for how to revise the draft.
Your justification would be stronger if you included another piece of text evidence and more precise topic words. Do you have any questions?

Partner 2

Ask questions to clarify partner's feedback.
In other words, you think that I should cite more from texts that support my claim and that I should add more academic words related to the topic.

Summarize feedback and set revision priorities.
I did an effective job of including reasons why schools should start later. I will revise my justification to include more text evidence. I also need to add more precise topic words.

Rate Your Justification

Scoring Guide	
1	Insufficient
2	Developing
3	Sufficient
4	Exemplary

ASSESS YOUR DRAFT
Rate your justification. Then have a partner rate it.

		1	2	3	4
1. Does the topic sentence clearly state your claim?	Self	1	2	3	4
	Partner	1	2	3	4
2. Did you include strong reasons to support your claim?	Self	1	2	3	4
	Partner	1	2	3	4
3. Did you provide strong text evidence to support your claim?	Self	1	2	3	4
	Partner	1	2	3	4
4. Did you use transitions to introduce reasons and evidence?	Self	1	2	3	4
	Partner	1	2	3	4
5. Did you include precise topic words and high-utility academic words?	Self	1	2	3	4
	Partner	1	2	3	4
6. Does the concluding sentence restate your claim using new wording?	Self	1	2	3	4
	Partner	1	2	3	4

REFLECT & REVISE
Record specific priorities and suggestions to help you and your partner revise.

(Partner) Positive Feedback: You did an effective job of (organizing/including/stating) _____

(Partner) Suggestion: Your justification would be stronger if you _____

(Self) Priority 1: I will revise my justification so that it _____

(Self) Priority 2: I also need to _____

CHECK & EDIT
Use this checklist to proofread and edit your justification.
- ☐ Did you capitalize proper nouns, such as authors' last names?
- ☐ Did you cite sources using parentheses?
- ☐ Is each sentence complete?
- ☐ Are all words spelled correctly?

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Language & Writing Portfolio

Peer Feedback Routine

Purpose: *To support students in developing their revision skills and in using academic language to have a collaborative discussion about their writing.*

1. Discuss Criteria
- Read each criterion in the Scoring Guide aloud.
- HMH TEACHER CENTRAL Print the rubric for the writing type (HMH Teacher Central) to give students some specific examples of what constitutes a score of 1–4 for each criterion.

2. Self-Assess
- Direct students to read their drafts silently and circle the appropriate rating for each criterion.

3. Rate Drafts
- Assign partners and tell students to exchange books. *We are going to pair up to respond to each other's writing. First, exchange* Language & Writing Portfolios. *Next, read your partner's draft and circle ratings on the Scoring Guide.*
- Monitor students as they read and rate their partners' drafts.

4. Write Feedback
- Guide students to use the frames to write one piece of positive feedback and one suggestion for revision. *As you write feedback for your partner, start with positive feedback—something that your partner did well. Then write a suggestion for revision—something that you think your partner can improve.*

5. Discuss Feedback
- Tell students to give positive feedback before making suggestions for revision. *Remember to begin by sharing positive feedback about your partner's draft. Then give your suggestions for revision. Lastly, ask if your partner has any questions about your feedback.*
- Model how to give targeted feedback. *For example, you might say, "You did an effective job of restating your claim using different words in the concluding sentence. Your justification would be stronger if you included more evidence from the texts to support your reasons. Do you have any questions?"*

> **Essential Routine: Partner Interaction**
> - Confirm partners. *Raise your hand if you're partner A. Partner B?*
> - Choose a partner to share feedback first. *Let's have partner Bs share first. Partner A, listen to your partner's feedback and think about any questions you have.*
> - Have partners switch roles. *Now, partner As share your feedback and partner Bs listen attentively.*

6. Summarize Feedback
- Ask students to return their partners' *Language & Writing Portfolios*.
- Direct students to use frames to clarify any questions they still have about their partners' feedback.
- Have students take turns orally summarizing their partners' feedback.

7. Write Revision Priorities
- Ask students to review any criteria with ratings of 1 or 2 and to reread their partners' written feedback.
- Guide students to write two priorities for revision using the frames.

> **Language to PROVIDE FEEDBACK**
>
> Display and model how to use frames to state positive feedback and offer suggestions for revision.
>
> **Stating Positive Feedback**
> - You did an effective job of (organizing/including/stating) _____.
> - I appreciate how you (used/included) _____.
> - I appreciate your (effort to/use of/skillful) _____.
>
> **Offering Suggestions**
> - Your (writing type) _____ would be stronger if you _____.
> - As you revise your (writing type) _____, focus on _____.
> - As you revise your (writing type) _____, make a point of _____.