

Peer Review Document

Reviewers: _____

Who does the paragraph belong to? _____

Step 1: Read the other group's paragraph together, and use the checklist below to assess if they have all the strong components of a paragraph.

- ☐ Does it start with a claim that directly responds to the prompt?
- ☐ Does the claim have a **so what** that offers insight into human nature or society?
- ☐ Does the body paragraph have **two pieces** of evidence?
- ☐ Do the two pieces of evidence **relate** to the **claims** and the **prompt**?
- ☐ Are the two pieces of evidence **relatable** but also **different**? (i.e. they both don't repeat the same idea)
- ☐ **Do they integrate the quotes properly using either blended or well-blended methods?**
- ☐ Do they put **slashes between all the lines** in the poem when cited?
- ☐ Are the **quotations cited properly**? Ex: Lead in, "quote" (Line ____).
- ☐ Does the analysis add **insight** into the evidence and claims in **2-3 strong sentences by answering the questions "How?" and "Why?"**
- ☐ Is there a concluding sentence that makes a **clear connection** between the two pieces of evidence **or** that **elaborates on the so what**?

Step 2: Use the rubric below and decide what grade you believe each component of their paragraph should receive.

Claim: ____/10	Evidence: ____/10	Analysis: ____/10
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Step 3: Provide kind specific and constructive feedback on their paragraph using the sentence frames provided. Think: How can they make their paragraph stronger?

Sentence Frames for Kind Feedback: <ul style="list-style-type: none">I think your _____ is/are strong because _____.I really enjoyed _____ because _____.Your work displays _____ which is significant because _____.The strongest part of your work was _____ because it _____.	Recorder:
Sentence Frames for Specific and Constructive Feedback: <ul style="list-style-type: none">One suggestion to make _____ stronger would be to _____ as it will _____.I think you should add _____ in order to _____.	Recorder:

- _____.
You might want to change
_____ to _____, because
it will _____.
- There is room for improvement in
_____, which can be addressed by
_____.
- I suggest replacing _____ with
_____ because it will
_____.
- One minor mistake is _____, and
you can revise it by _____.

	Strong (10-9 points)	Meets (8 points)	Adequate (7 points)	Approaches (6 points)	Misses (5 points)
Claim _____/10	Clearly states a claim that directly responds to the prompt. Presents a thought-provoking, original argument and includes a clear and compelling "so-what" explaining the significance of the claim.	States a clear claim that responds to the prompt. Presents an argument with some depth. Attempts to provide a "so-what" or insight into the significance of the claim.	States a claim that somewhat addresses the prompt. Provides a basic argument but lacks depth. Attempts a "so-what" or insight, but it may be unclear or underdeveloped.	States a claim that is only loosely related to the prompt. The argument is unclear or lacks focus. The "so-what" or insight is absent or very weak.	Fails to state a claim or states a general summary or fact about the text. No argument is presented, and there is no "so-what" or insight.
Evidence _____/10	Skillfully contextualizes the evidence before introducing the quote. Provides highly relevant evidence that directly supports the claim. Expertly integrates evidence into the argument and correctly cites sources.	Contextualizes the evidence before introducing the quote. Provides relevant evidence that supports the claim. Integrates and cites sources correctly most of the time.	Provides some contextualization of evidence. Evidence is mostly relevant but may not strongly support the claim. Integration and citation are attempted but may have minor errors.	Contextualization of evidence is weak or missing. Evidence is present but may be only loosely relevant or poorly connected to the claim. Little to no integration or citation of sources.	Provides irrelevant or no evidence. Evidence is merely summarized or presented without context. Sources are not cited, or there is no attempt to integrate evidence.
Analysis _____/10	Provides deep and insightful analysis that clearly explains how the evidence supports the claim. Elaborates on the significance of the information and its broader implications.	Analysis explains how the evidence supports the claim. Attempts to explore the importance of the information, showing some depth.	Analysis is present but may only partially explain how the evidence supports the claim. The explanation of the information's importance is shallow or incomplete.	Analysis is minimal, superficial, or repetitive. The connection between evidence and claim is unclear. Does not address the significance of the information.	Fails to analyze the evidence or merely summarizes it. No connection is made between the evidence and the claim.