**Unit 7 Handout 8: IWA Peer Review**

This sheet is designed to find key problems in your essay that would result in a low score. By following the instructions carefully, you will be able to help your classmate become a better writer. There are 14 categories requiring your review. When you are done, staple this sheet to the front of the students essay and write their grade below. After the activity, your essay will be returned to you so you can see where you went right or wrong.

Name of student who **wrote** the essay: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Your name (who is grading the essay): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*\*Any NO answers require explanation/advice. Mark on this sheet and on the essay.*

*What are the stimulus materials being used?*

*What is the theme?*

Row 1: Understanding and Analyzing Context

1. What is the research question being argued?
2. Does it need to be improved upon?
3. Is a source from the stimulus packet used as evidence to support a claim linked to the question?
4. Does the writer include the title and author of that source?

Row 2: Understanding and Analyzing Perspective

1. List the various perspectives the writer includes in the paper:
2. Does the writer include enough perspectives to thoroughly explore the research question?
3. What other perspectives could/should be included to make it more complete?
4. Does the essay include objections, limitations, and implications of the various perspectives?

Row 3: Selecting and Using Evidence

1. Does the argument synthesize information from various sources or is it more of a summary?
2. What does the writer need to do to improve synthesis?

Row 4: Analyzing and Evaluating Evidence

1. Does the writer include evaluation of the credibility and relevance of the sources?
2. Mark any places where this is needed.

Row 5/6: Building and Communicating an Argument

1. Is the argument well organized around the thesis?
2. Is it clear that this is an argument and not a report?
3. Does the writer present resolutions, conclusions, and/or solutions?
4. Does the writer include any counter argument?
5. Do those resolutions, conclusions, and/or solutions linked UNAMBIGUOUSLY to specific evidence?
6. Do those resolutions, conclusions, and/or solutions fully address the research question?
7. Does the essay CONVINCINGLY link claims (assertions) and evidence and include insights (explanation/significance)?

Row 7: \*Refer to the APA Basics in text book if necessary

1. Is the References page in ABC order, in APA format?
2. Are subheadings correct in APA format? (if not, see the OWL Purdue PPT on my blog)
3. Does the Title Page contain the following:
	1. Title of paper
	2. AP Seminar
	3. Individual Written Argument
	4. Word Count

Row 8: Grammar and Style

1. Mark any spelling/convention errors you notice.
2. Make diction suggestions.
3. Read for syntax/fluency. Mark any places where fluency needs to be improved.
4. Are the sentences varied?
5. Are quotes embedded nicely in the sentences?

Comments/Questions/Suggestions:

|  |  |  |
| --- | --- | --- |
|  | Strengths | Room for Improvement |
| ContextIs context set? Does the intro adequately orient the reader to the complexity / importance of the topic?Is stimulus material referenced? |  |  |
| PerspectivesAre different perspectives represented? Counterargument addressed, valid claims conceded?  |  |  |
| Evaluation of evidenceIs the credibility or strength of the evidence addressed? |  |  |
| Evaluation of sourcesIs the credibility or strength of the sources addressed? |  |  |
| Grammar and conventions – - * look for commas and periods inside the end quotation marks, s-v agreement, no contractions, etc.
 |  |  |
| ClarityIs the language used clear and concise? Active voice? No run-ons or fragments? |  |  |
| APA formatAre references correct?Title page?Running head?General format? |  |  |