Using Rubrics for Peer Review

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Prepare Students for Peer Review

+ Use peer review for formative feedback only, not for grading

+ Be clear about the task: what should they do and not do
  + Make sure students are trained and practiced at using the rubric
  + Use sample products for training—possibly even a norming session
  + Remind them that it is the writing and not the writer they are evaluating, and that it often makes people feel vulnerable to share their work with others
  + Peer review shouldn't focus only on what needs to be improved, but also what is done well
  + Reviewing is not editing; reviewers should avoid correcting grammar, punctuation, etc. Guide students to good approaches for commenting on writing.

+ Have students do a self-assessment using the rubric first

Facilitating Peer Review

+ Create a feedback form with the rubric and specific questions to guide their review

  + Provide additional instructions on specific actions to take in the review

+ Use class time to model how to provide productive feedback

+ Do in-class peer review workshops

+ Ask pairs to trade papers and each paper receives a collaboratively created review (see John Bean, *Engaging Ideas*)

+ Canvas offers a tool that can support peer review

After Peer Review: Some Options

+ Students summarize the feedback they received and note the changes they made in their revised document

+ Students do a self-assessment of the revised work and write a cover memo addressing the changes they make as a result

+ Students to a self-assessment before the peer review and compare their observations to the peer feedback

+ Students discuss the feedback with the instructor to help develop strategies for improvement