

Name: _____

Date: _____

Peer Review Checklist

Introduction

- Compelling title that is specific to paper
- First few sentences successfully draw reader in
- Narrows down topic
- Provides college-level thesis
- Is at least six to eight sentences long

Body Paragraphs

Interpretation

- Insightful, specific and thorough interpretation of the poem
- Clear and specific interpretation of the poem; all major points covered
- Basic interpretation of the poem; some major points included but some major ideas missing
- Incomplete or unclear interpretation of the poem
- Unacceptably vague or missing most major points

Explain:

Textual Evidence

- Insightful and specific examples with cited line numbers solidly prove the interpretation
- Well-chosen examples with cited line numbers support your interpretation
- Examples, cited line numbers, but need more or stronger evidence is available
- Weak examples do not convincingly back interpretation. Line numbers may not be cited.
- Irrelevant or no evidence

Editing process

- a) Read paper once.
- b) Re-read paper and go through checklist.
- c) Provide meaningful, specific feedback. Sign your name.
- d) If you finish early, trade papers with another student.

Explanation of evidence

- Insightful, specific commentary analyzes how the evidence proves your interpretation
 - Commentary explains how the preceding quotation/example supports your interpretation
 - General analysis explains points but does not make specific reference to the evidence itself
 - Unclear or incomplete explanation
 - No explanation of how the evidence proves your interpretation
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Organization

- Well organized body paragraphs
- Clear topic sentences
- Transitions that connect the plot and meaning of the upcoming section with that of the previous section
- A thoughtful conclusion that gets beyond the particular content of this particular poem to draw a general conclusion, not about life and emotion, but about the way in which form and content interact in this poem

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Formatting & other

- Meets page requirement (3-5 pages)
- Body paragraphs 6-8 sentences long.
- Passes the “so what” test.
- Paper is thoughtful and make insights.
- Colorful word choice.
- Uses in-text citations.

How you're graded:

	1 Experimenting	2 Developing	3 Proficient	4 Advanced
Editor Grading Scale	Provides vague or unconstructive feedback; may be unable to identify areas for improvement.	Provides some specific, constructive feedback. Misses some opportunities for feedback.	Provides specific, constructive feedback & locates some areas for improvement.	Provides specific, quality, constructive feedback & pinpoints two or more areas for improvement.

Please use the space below to provide additional, specific feedback to the author:

Adapted from: Cramer, M.. The effects of strategy instruction.... Ph.D. dissertation, The Pennsylvania State University, United States -- Pennsylvania. Retrieved January 4, 2012, from Dissertations & Theses: Full Text.(Publication No. AAT 3483694).