

Mini Individual Peer Edit “Quiz”

Standards:

4. Students will be able to give constructive ideas and feedback when working with others. (process skill)

Task:

In the “What Would You Do?” homework response from a few nights ago, you had to decide and defend (support) the decision of whether or not to turn in your friend if you knew they had been stealing from your school’s treasury account during fundraisers.

This is a very tough decision to make, just as Brutus was forced to choose between his love for his friend, Caesar, and his love for Rome.

Today, you will (by yourself) edit an example of one of your peer’s response. You must, as previously done in groups, take out a sheet of paper and fold it into thirds. The left section heading will be “Compliments,” the middle section “Suggestions,” and the right side is titled “Corrections.” As you look through the piece, start with complimenting the writer on things your group believes they did well, followed by a short explanation on why each item adds to the quality of the piece.

Then give the writer some suggestions on what they need to improve on, what may be missing, etc. Look closely at their use of the persuasive elements (claim, reasons, evidence, ethos/pathos/logos). Be specific on where the suggestion refers to, so it is easy for the writer to find what you are talking about. Remember, suggestions are to help the writer, not to be used as a “put-down.”

Finally, fill in the section for corrections with a few comments on the most common errors within the piece. You should supplement these comments by circling or underlining errors on the actual piece of writing.

Criteria:

You will be evaluated on the following:

- specific and useful feedback on whether or not there is a clearly written claim
- specific and useful feedback on the supporting reasons your peer gave
- specific and useful feedback on the evidence given
- corrections on small grammar, spelling, or punctuation errors directly on your peer's essay

Rubric:

Criteria	Wt.	3	2	1	Total
<i>Claim Feedback</i>		-useful insights	X	-comments not useful to peer	
<i>Supporting Reasons Feedback</i>	X2	-comments are helpful to peer	-some comments are helpful to peer	-few or no comments are helpful to peer	
<i>Supporting Evidence Feedback</i>	X2	-comments are helpful to peer	-some comments are helpful to peer	-few or no comments are helpful to peer	
<i>Direct corrections on essay</i>		-corrections made on peer's essay are mostly accurate	-some corrections made on essay are accurate	-little to no corrections on essay are accurate	

Comments:**Total:_____/18**