

4 Steps to Scaffolding the Peer Review Writing Process



1 Segment the Assignment

Segment the assignment so that key aspects of writing are chunked into meaningful tasks (crafting a problem statement, an introduction, main paragraphs with evidence, conclusion, etc....).

2 Establish Required Aspects

Create a **rubric** including required aspects of the assignment, like a word count and a date for a complete draft. Specify the genre elements—who is the audience, what is the purpose, what format is appropriate, etc.

3 Outline Points of Interest or Concern

Demonstrate peer review by reading through an example text segment and thinking aloud about response to the writer. *This think-aloud session should show students what constitutes a substantive response (no “great job!” allowed). Talk through (using “I statements”) what you notice as you read and how you would address issues you note.

4 Complete Feedback

Have students move into established teams (pairs or small groups only) to complete the feedback task and then return their feedback to the writer. The writer reads the feedback and crafts a statement about what is helpful and not clear about the feedback possible revision. Both are turned in to the instructor to improve support for the next peer review session.



FAQs with Dr. Sharon Matthews (Clinical Associate Professor, Teaching, Learning & Culture)

How can I ease the transition process in adopting this practice?

Maintain notes about the process so you can adjust as necessary, and ensure that you are providing time and space for students to deeply engage in the writing process.

What is the goal of this practice?

The goal is for students to draft and revise their piece rather than wait until the last moment, and to lessen the stress and anxiety that often accompanies writing tasks.

What were the results from using this method in your class?

Students come to view their writing in a more positive light and recognize that their capacity and stamina for writing grow as they engage the writing process early and often.

Could this online method be adapted for the 2021-2022 academic year?

Yes, I will maintain these formative feedback practices as we resume in-person classes, but would easily be able to adapt if safety procedures required online feedback.