

## Peer Evaluation, Project 4, Final Version (Evaluative Feedback)

### \*\*\*\*Reading and Responding to Other Writers Makes You a Better Writer\*\*\*\*

Evaluative feedback enables writers to reflect on not only the writing project, but also themselves as writers. Providing effective evaluative feedback will enable your colleagues to advance as writers. Providing evaluative feedback will enable you to grow as a writer as you reflect on what another writer's project can teach you about writing.

### A Quick Review of Project 4 Goals

#### Purpose:

To contribute scholarly ideas to a more public forum.

#### Assignment:

Build on your work in Project 1, 2 and 3, and apply your thinking about expertise to a current event in a 500-750 word op ed in which you articulate an opinion about the current event.

#### Learning Objectives for Project 4:

- write for more public audiences;
- write concisely;
- edit and proofread thoroughly;
- decide whether to use active or passive voice; and
- transfer the knowledge, practices, approaches and skills we learned in this course to new writing contexts.

Visit the overall [learning objectives](#) for our course to see how these fit in with our larger trajectory.

#### Grading Criteria

An excellent project will meet the following criteria, showing that you can:

- connect your area of expertise to a current event
- make a point about this current event
- write in a style and manner appropriate for effective op-eds (see Project 4 Readings & Resources)
- organize the op-ed clearly
- write concisely
- use active or passive voice as is appropriate
- create an effective opening and closing
- edit and proofread carefully
- include an effective title

### **Providing Evaluative Feedback For Project 4, Final Version**

Using the grading criteria above, the writer's "Note to Readers," and our overall learning objectives/criteria for this unit, you will be scoring your colleague's projects on a 6-point scale in

order to help them improve as writers for subsequent writing occasions.

Think of the 6-point scale as two halves:

- a top half of 4, 5, or 6 representing different levels of successful projects and
- a lower half of 1, 2, and 3 representing different levels of unsuccessful projects.

You can think of a paper scoring 5 as the center of success and one scoring 2 as the center score for lack of success, with the other scores as a minus or plus. Thus a score of 4 is successful, but marginally so, a kind of 5-. A score of 6 is exceptionally successful, a kind of 5+.

Only one whole number, without pluses or minuses, can be entered on the SCORE line. Your score will be combined with three other peer scores to obtain a grade for the writer's project.

**Score of 6:** This project will meet all criteria and goals for unit 4 and be very clear, concise, and well written. It need not be perfect but it will make a significant point and show a deep understanding of the current event, alternative viewpoints, and why readers should care. The project uses the current event to raise new questions or modify our thinking about the current event and/or the related area of expertise. The opening and closing are strong. Paragraphs are unified and the op-ed is organized clearly. The op-ed has been proofread carefully, and the title is strong. The manner of writing is accessible to general readers, and is concise and in active voice.  
140-Character Version: Exceptionally successful

**Score of 5:** This project not only presents the current event, but also uses it to offer an argument. The op-ed provides an opinion about the current event and/or the related area of expertise. The writer acknowledges alternative viewpoints. It is clear, concise, and well written. Paragraphs are unified and the paper is organized clearly. The opening and closing are strong. The op-ed has been proofread carefully, and the title is strong. The manner of writing is generally accessible to general readers, and is mostly concise and in active voice.  
140-Character Version: Successful

**Score of 4:** This project describes the current event in an organized way, but it does not offer a thorough understanding of it, only minimally addresses alternative views, and offers only a minor or limited opinion. It may have a few unconventional features of written English, such as vocabulary, sentence construction, etc., but these do not for the most part interfere with the communication of the writer's ideas. It is for the most part clearly and concisely written. Paragraphs are mostly organized clearly and unified. The opening and closing are somewhat effective. The title is somewhat effective. The manner of writing is somewhat accessible to general readers, and may have some passive voice or lack of concision.  
140-Character Version: Successful, but marginally so

**Score of 3:** This project shows only a superficial understanding of the current event and limited argument about it. It does not address alternative viewpoints. It may have some unconventional features of written English, such as vocabulary, sentence construction, etc., that interfere with the communication of the writer's ideas. Paragraphs are not organized very clearly. The opening and/or closing are present, but not effective. The manner of writing is not very accessible to general readers, and has some passive voice and/or lack of concision.

The title is largely ineffective.

140-Character Version: Unsuccessful, but marginally so

**Score of 2:** This project pays little attention to the current event or shows little understanding of it. It offers very little by way of argument, and no reference to alternative views. It may also contain some unconventional features of written English, such as vocabulary, sentence construction, or other features that interfere with the communication of the writer's ideas. The op-ed is not organized clearly, and the paragraphs often are not unified. The opening and closing are not effective. The title is ineffective. The manner of writing is not accessible to general readers, and has considerable passive voice and/or lack of concision.

140-Character Version: Unsuccessful

**Score of 1:** This project has misunderstood the nature of the assignment or the meaning of the current event and presents many unconventional features of written English, such as vocabulary, sentence construction, or other features that interfere with the communication of the writer's ideas. The op-ed is disorganized and paragraphs are not unified. The title is absent or ineffective. The manner of writing is inaccessible to general readers, and has considerable passive voice and/or lack of concision.

140-Character Version: Extremely Unsuccessful

Fill in the following boxes:

What overall comments do you have for the writer as he or she continues to work on writing beyond this course?

What did you learn about your own writing based on reading and evaluating this writer's project?