

Reading and Giving Feedback on Portfolio Assignments

Instructions

In recitation in Week 13 you will work through a peer-review process to get feedback and give feedback on a portfolio assignment. Please read these instructions carefully. These instructions will help you engage in a productive review of your work with your classmates.

Before section, send a copy of your portfolio assignment to your groupmates (you can send any written piece that you want to get feedback on, excluding quiz corrections or wrappers.) You will work in your current project groups in section.

Writers

Each member of the group will take a turn reading their work aloud. Reading aloud is a terrific way to judge the clarity and coherence of written work; it lets us connect the written word and the spoken word. If an argument has become foggy; if a sentence is unclear, wordy, or inaccurate; if there is logical gap or lack of evidence – these issues will be obvious (to the writer as well as the reviewers). Reading aloud may feel uncomfortable at first, but it can be a very productive experience that strengthens your writing and understanding.

Reviewers

Concentrate on your response to the written work rather than rendering judgment. Use first person statements to communicate your feedback:

“I hear...”

“I didn’t understand...”

“I’m confused about...”

“I’d like to hear more about...”

“I couldn’t follow...”

Avoid using the second person:

“You should...”

“You need to...”

“You ought to...”

Writer responses to the first-person statements can serve as a guide because they enable the writer to rethink the issues on their own. Your responses (first person statements) are easier to accept and therefore, more effective, than judgement statements (second person statements).

Process

Writers

Ask your groupmates to open the portfolio assignment that you sent. Read your written work aloud slowly; pause at the end of each paragraph to give yourself and your reviewers time to write comments. When you are finished reading, discuss the written work candidly using first-

person responses. Make sure the writer has time to make notes of the reviewer's comments and responses.

Reviewers

When you have finished discussing the written assignment, answer the “peer review questions” and any additional notes to the writer.

Peer Review Questions

Introduction

Is the opening paragraph an adequate statement of the topic and approach? Did you know from the first paragraph where the report/response was headed Is the work aimed at the right audience.

Tip: Highlight the phrase or sentence that describes the approach.

Coherence

Do the sections of the written work build on each other without repetition or gaps? Is all material presented relevant to the written work's main purpose?

Tip: Make note of the main idea for each paragraph.

Evidence

Did the writer support the written work in a convincing manner? Were graphs, diagrams, charts, or visuals well chosen to support the written work?

Tip: Circle where in the text the writer references graphs or visuals for support.

Conclusion

Does the conclusion draw together the key ideas? Is it a sufficient statement of the writing's main points?

Strengths

What did you find best about the written work?

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These guidelines are adapted from Sorkin, D. (n.d.) Guidelines for in-class peer review. Writing Across the Curriculum. Retrieved Feb, 2022 from <https://dept.writing.wisc.edu/wac/guidelines-for-in-class-peer-review/>