Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Partner’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Peer Conference Sheet**

**Instructions:**

In this assignment we are going to engage in the last 3 steps of the Writing Process:

Brainstorm 🡪 Draft 🡪 **Revise 🡪 Edit 🡪 Publish**

**Peer:**

* Read your partner’s piece of writing carefully.
* Circle or underline words or ideas that are unclear to you as you read. Write questions you may have about what you are reading to the author in the margins.
* Fill in the chart below after you are done reading. Fill in the whole chart.
* Use **SCC** – Be **SPECIFIC**, **CONSTRUCTIVE** (helpful) and **CLEAR** with your feedback.
* Pass the chart and the writing sample back to your partner and discuss what each of you found.

**Author:**

* Fill in your portion at the bottom of the handout.
* Complete your EXIT SLIP on Peer Conferencing.
* Revise your original piece of writing. Use a different color ink or pencil to do your revisions. SHOW YOUR WORK.
* Attach this sheet to the original.
* Pass in your draft work and exit slip with the FINAL copy of your piece.

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Identify the **5Ws + H** of the author’s piece in the appropriate box. If you can’t identify one or more of the 5Ws + H, then the author is missing something important, and needs to add it when they revise their work. | **Who** | **What**  | **Where** |  **When** | **Why** | **How** |
|  |  |  |  |  |  |
| How many ***CUPS*** errors did the piece have? (Write down the specific errors in the appropriate box) | ***Capitals*** | ***Usage*** | ***Punctuation*** | ***Spelling*** |
|  |  |  |  |
| Does the author need to proofread their work? What tools can the author use to proofread their work (use a word processor, dictionary, writing guidebook, mobile device, peer)? | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Does the author SHOW not TELL at least one event in their piece? Y / NCircle the sensory details you can identify in their work. | Touch/Feel | See | Hear | Smell | Taste |
| Tell 3 good ideas you found in the author’s work. Be specific: | 1. | 2. | 3. |
| Tell 3 suggestions you would make to the author to make this piece of writing better. Tell WHY and HOW: | 1. | 2. | 3. |
| **AUTHOR:** What is your game plan? What are you going to do with this feedback to make your piece of writing better? (BE SPECIFIC – say WHAT you are going to do and HOW you are going to do it.) | 1. | 2. | 3. |

**Peer Conferencing and Writing Revision Rubric**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **3** | **2** | **1** | **Comments** |
| **Collaboration** | Peer conferencing was productive, collaborative and respectful for both partners. Exit Slips were passed in with assignment. | Peer conferencing was completed but was not productive. No evidence of use of peer conferencing is reflected in final draft. Exit slips not completed with sincerity. | Peer conferencing was not completed as instructed and did not produce significant change in final draft. Partners did not encourage on task behavior or take assignment seriously. |  |
| **Presentation and Completeness** | Final draft of the assignment is complete and free of mechanical errors. It is at minimum 1 page in length, typed – double spaced, 12 point Times New Roman font. | Final draft of the assignment is complete. It is mostly free of mechanical errors and/or may not meet all of the presentation criteria. | Final draft of the assignment is incomplete with numerous mechanical errors and/or does not meet most of the presentation criteria. |  |
| **Originality** | The writing topic shows an original treatment of a class assignment. | The writing shows some originality on class assignment. | The writing shows little original thought on class assignment. |  |
| **Process** | The writing shows careful revision and reworking. All drafts, peer conference sheet and editing are included. | The writing shows some revision and reworking. Some drafts, editing and/or peer conference sheet are completed. | The writing shows little evidence of revision and reworking. Few or no drafts and editing are included. No peer conference sheet was completed. |  |
| **Reflection** | The self – evaluation by the author on the peer conference sheet shows depth of ideas and insight into one’s own development over the course of the assignment and growth is demonstrated in the final product. | The self-evaluation is thoughtful and shows some awareness of one’s own development over the course of the assignment. | The self-evaluation shows little thought and understanding of one’s own development as a writer. |  |
| **Final Grade** |  |  |  |  / 15 = % |