**Peer Assessment Activity**

The goal of this activity is to provide productive, supportive feedback. You’re trying to make your partner’s long abstract as good as it can be.

This handout should serve as a rough guide for your discussion with your partner. Feel free to diverge from the questions listed on it as you see fit.

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| **Preparatory Work: 10 minutes** | |
| No assigned groups—discuss with person next to you | Complete:  Preparatory Discussion: Self-Assessment |
| **Round 1: 50 minutes** | |
| Group 1: Student A, Student B | Complete:  Step 1  Step 2 |
| Group 2: Student C, Student D |
| Group 3: Student E, Student F |
| Group 4: Student G, Student H |
| **Round 2: 50 minutes** | |
| Group 1: Student H, Student A | Complete:  Step 1  Step 2 |
| Group 2: Student G, Student B |
| Group 3: Student F, Student C |
| Group 4: Student E, Student D |
| **Next Steps: 10 minutes** | |
| Complete independently | Complete:  Step 3 |

**Preparatory Discussion: Self-Assessment (approx. 10 minutes)**

Before getting into groups, turn to the person next to you and discuss how this assignment has gone so far:

1. How much time did you spend on this assignment?
2. How early did you get started on it?
3. How has the writing process been so far? Are there things you could do to make that process better?
4. What do you like about your project so far? What are its strengths?
5. What do you dislike? What are its weaknesses?
6. What are you concerned about regarding the final draft?

**Step 1: Reading**

Read over your group member(s) long abstracts. Then work with them to complete the Peer Assessment activity below.

**Step 2: Peer Assessment**

Provide feedback on your partner’s work. I’d suggest you try to address the following questions:

1. Research Question:
   1. Is there a clear research question guiding the project?
   2. Is the question compelling?
   3. Is it a good size? (i.e. not too big, but not too narrow either)
   4. How could it be made clearer or more compelling?
2. Thesis/Claim
   1. Does the author state clearly how they plan to answer the research question? Why or why not?
   2. Can you see how the claim, if successful, would answer the question?
3. Argument
   1. Does the author state clearly how they plan to argue for the thesis?
   2. Look at each step in the argument—can you understand how it works? Is it reasonably compelling?
   3. What are some lurking worries/objections you have about the argument?
4. Secondary Literature
   1. Does the author engage with secondary literature? Do they need to?
5. Writing Style
   1. Does the author draw you into the topic? If not, how might they do so?
   2. Is the prose clear and simple?
   3. Is the structure of the long abstract obvious?

**Step 3: Next Steps**

Strategize with your partner about the next steps in the writing process:

1. What are the abstract’s strengths? How could those be brought out more clearly?
2. What are the abstract’s weaknesses? How could those weaknesses be addressed?
3. What specifically do you need to do to get from a draft to a final product?
4. Do you have any specific worries about the next steps? How might you address those worries?