

# WRITING WORKSHOP

# Peer Feedback

Using Socratic Seminar Protocols to Improve Student Feedback (Adapted from "Writer's Workshop: Practices for Enhancing Student Ownership and Getting Better Writing" / [learninglabconsulting.com](http://learninglabconsulting.com))

## THREE STEP PROCESS FOR PEER FEEDBACK (USE WITH WHOLE OR SMALL GROUPS IN SEMINAR CIRCLE)

1. **The Read-Aloud** Each student reads his/her piece slowly and loudly to the rest of the group. Then, the author will give the piece to another student to read a second time. During the read loud, all other students will take notes based on the criteria being mastered in the writing workshop (e.g., development of theme, impact of word choice on tone, etc.)
2. **The Feedback** Students will take turns speaking to the author. When they speak, they must do three things: Respond to the prior speaker, give positive feedback to the author on the specific items being mastered in the writing workshop, and give feedback for improvement in the form of questions.

Examples of responding to prior speaker: *Well said, John. I also made a note about the great imagery. / I agree with your comments, Jocelyn. I am glad you added them to the workshop.*

Examples of positive feedback: *The inclusion of the Halloween incident helped solidify your theme that you can't judge people based on looks. I could really relate to the main character in this incident. / The comparison of the fly to a murderer was an exceptional metaphor with well-chosen diction.*

Examples of improvement questions: *Why did you decide to add the fourth incident? Do you think it harms or aids the structure? / I wonder if you could add more figurative language to the Halloween incident? / Is your theme \_\_\_\_? / What did you mean by \_\_\_\_? / Could you leave out \_\_\_\_? / Do you need \_\_\_\_?*

While the students give feed, back, the author takes notes for the revision purposes.

3. **Author Response** The author must say *Thank-you*. He/she can also answer questions asked during the Feedback step or follow-up with clarifying questions.

## STUDENT REQUIREMENTS /AREAS FOR FORMATIVE ASSESSMENT

Student reads his/her work (Speaking & Listening Standards)

Student provides at least 3 original, productive pieces of feedback to author (Speaking & Listening, Writing, Reading. Language Standards)

Student writes notes during each author's reading (Speaking & Listening, Writing, Reading. Language Standards)

## THREE WAYS TO TALLY PRODUCTIVE PIECES OF FEEDBACK

-Teacher keeps a Tally Sheet with the criteria being mastered and marks a ✓+ if the student gives effective feedback on the criteria and does all three things in the feedback stage, or gives a ✓, ✓- , or 0 if the student does not meet the full expectation. The goal would be to have three ✓+ marks for full credit.

-Each student fills out a Tally Sheet with the criteria being mastered and marks each time they do all three things in the feedback stage.

-Students not participating in the session are partnered with a student who is. They sit outside the discussion circle (fishbowl) and fill out a Tally Sheet with the criteria being mastered for their partner.

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**FEEDBACK NOTES FORM**

**Criteria (Standards for Mastery)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Name of Student and Writing	
Positive Statements	
Questions for Improvement	
Criteria Notes	

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**AUTHOR'S REFLECTION NOTES—TO BE STAPLED TO FINAL PAPER**

**Criteria (Standards for Mastery)**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

<p><b>DURING PEER FEEDBACK PORTION OF WRITING WORKSHOP</b> (WRITE THE FEEDBACK GIVEN TO YOU—IN EXACT LANGUAGE WHEN POSSIBLE.)</p>	
<p><b>AFTER WRITING WORKSHOP</b> [IDENTIFY YOUR AREA(S) FOR IMPROVEMENT AND SOMETHING YOU ARE DOING WELL BASED ON MASTERY CRITERIA AND FEEDBACK. DESCRIBE YOUR PLAN TO IMPROVE YOUR WRITING.]</p>	
<p><b>AFTER REVISION, BEFORE TURNING IN WRITING</b> (WHAT DID YOU CHANGE? HOW? WHAT WERE YOUR CHALLENGES? HOW DID YOU OVERCOME THEM? HOW HAS YOUR WRITING IMPROVED? HOW DID THE PEER FEEDBACK WRITING WORKSHOP HELP IMPROVE YOUR MASTERY OF CRITERIA?)</p>	

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**TALLY SHEET (CAN BE USED BY STUDENTS IN DISCUSSION CIRCLE AND/OR PARTNERS IN FISHBOWL OUTER RING)**

CRITERIA	TALLY	NOTES ON CONSTRUCTIVE FEEDBACK IDENTIFYING STRENGTHS AND AREAS FOR IMPROVEMENT FOR THE MASTERY CRITERIA
(EXAMPLE: NOTES AND EVALUATES SPECIFIC WORD CHOICE, CONNOTATIVE, DENOTATIVE MEANING, AND IMPACT OF WORD CHOICE ON OVERALL TONE AND BEAUTY)		
(EXAMPLE: NOTES AND ANALYZES HOW THE AUTHOR DRAWS ON AND TRANSFORMS SOURCE MATERIAL)		
(EXAMPLE: NOTES IF THE AUTHOR PROVIDES A CONCLUDING STATEMENT OR SECTION AND DETAILS HOW IT SUPPORTS THE ARGUMENT PRESENTED)		