

## Peer Review Worksheet

Peer review is not grading. Your job is to show the writer how their work is being received by a real reader. Complete the tasks below as specifically as you can. You do not need to be an expert in the writer's topic to be a useful reader to them.

*Instructors: choose the 3–4 tasks most relevant to your assignment rather than assigning all of them.*

### 1. What is this piece trying to do?

The purpose of a piece of work might be:

- making an argument
- explaining a scientific finding
- interpreting a musical work
- proposing a solution
- documenting a process
- presenting research
- analyzing an object or text

After reading the draft once, complete this sentence in your own words:

“I think the main purpose of this piece is to \_\_\_\_\_.”

Now, identify the sentence, passage, section, visual, or other feature that most helped you reach that conclusion.

---

---

### 2. Map the structure

In the margin, or below, briefly label what each major section of the work is doing.

For example:

*Section/Paragraph 1: Introduces the problem*

*Section/Paragraph 2: Explains previous research*

*Section/Paragraph 3: Presents evidence to support or solve the problem*

*Section/Paragraph 4: Interprets that evidence*

Where, if anywhere, did you have difficulty explaining what a section was doing? Mark that location with a “\*”.

### 3. Follow the writer's thinking

Choose three places where the writer moves from one idea, piece of evidence, example, step, result, or section to another (a transition).

At each location, write in the margin:

“I think the connection here is \_\_\_\_\_”

If you cannot explain the connection, write: “I’m not sure how X connects to Y.”

#### 4. Identify the support

Find three places where the writer's most important claim, thesis, or decision is supported. Label each one SUPPORT.

Underneath, briefly identify what kind of support is being used. Examples could include data, source, quotation, example, observation, calculation, visual, expert evidence, reasoning, or other: \_\_\_\_\_

Then complete: "I understand this support to be showing \_\_\_\_\_."

#### 5. Mark the reader's questions

Put a "?" beside three places where you wanted more information, explanation, context, or a clearer connection. Next to each question mark, write the actual question that occurred to you.

For example:

- What does this term mean here?
- How did you get from your data to this claim?
- In your methods section, what happened between this step and the next?
- How does this evidence connect to your larger point?

#### 6. Notice what the writer emphasizes

Underline or highlight the sentence, passage, example, result, image, or other feature that seems most important to the piece as a whole.

Then write: "I chose this because it seems to \_\_\_\_\_."

#### 7. Mark what's working best

Bracket the one place where the writing is working best for you as a reader (this could be where the argument is clearest, the evidence strongest, the explanation most helpful, or the writing most engaging).

Then write: "This works well because \_\_\_\_\_."

#### 8. Read as the intended audience [for faculty to customize]

| If students are working on... | Try a question-task like...                                                                                                                     |
|-------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Scientific writing            | Circle each place where the writer <i>interprets</i> a result rather than reporting it. In the margin, paraphrase the interpretation.           |
| Music                         | Mark each place where the writer makes a claim about a musical feature or passage. Identify the musical evidence the writer uses to support it. |
| History                       | Underline each claim and bracket the primary or secondary evidence used to support it.                                                          |

|                      |                                                                                                                                                                         |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Social sciences      | Identify the research question. Then mark each major finding and write what you think the writer says that finding means.                                               |
| Engineering          | Number the major stages in the writer's proposed process. Put a "?" anywhere you cannot tell how one stage leads to the next.                                           |
| Business             | Identify the recommendation in the strategy memo. Then list the evidence the writer appears to have considered in reaching it.                                          |
| Arts/humanities      | Mark three places where the writer interprets the text with an "*". Now, mark three places where the writer veers into a generalized description of the text with a "!" |
| Professional writing | Try to follow the document as a user, not a reader. Mark the first place where you'd get stuck, confused, or unsure what to do next.                                    |

---

### Writer's Next Steps

*After discussing your draft with your reviewers, complete this section yourself.*

Something my readers agreed on:

Something my readers experienced differently:

The three changes I most want to make are:

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

Something I am choosing not to change, and why: