



Practice Writing Websites

Peer Review Feature

Teacher User Guide

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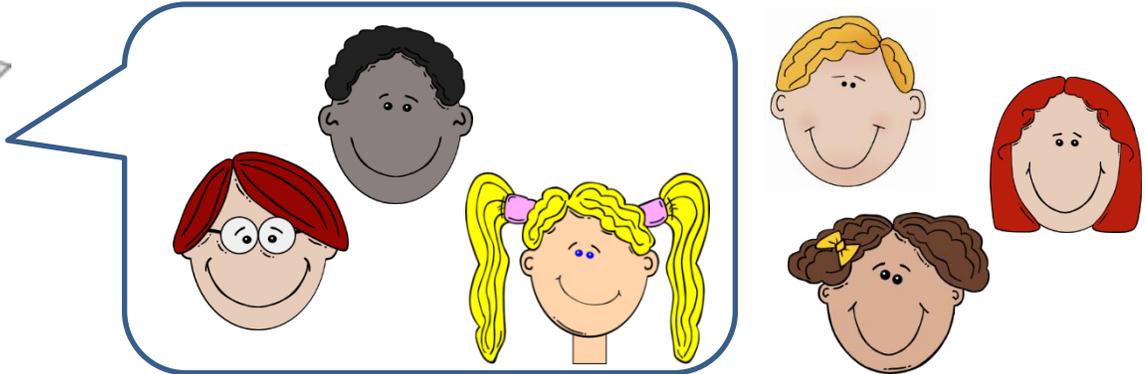
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Summary of the Peer Review Feature

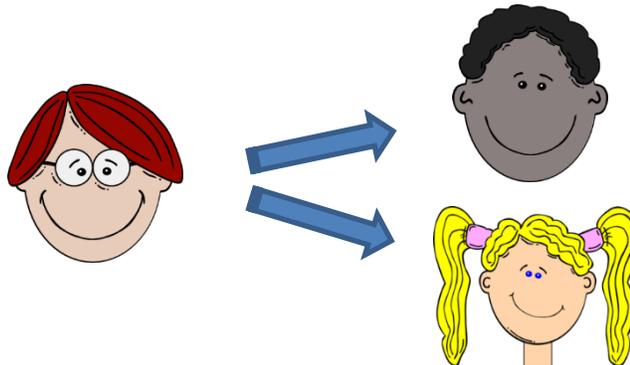
Measurement Incorporated's Practice Writing Websites now include a Peer Review feature. As an important step in the writing process, this new feature allows students to review the written responses of their peers.

Here is a summary of how it works:

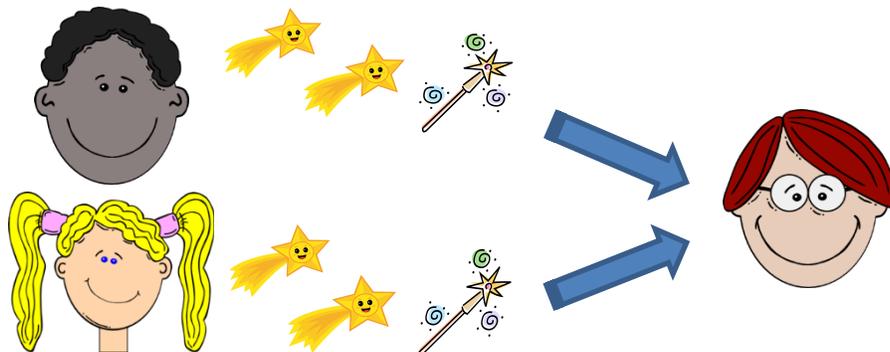
1. The teacher chooses to have the program auto-create randomized groups of students or to create specific groups of students to review each other's writing.



2. After a student in the group submits an essay to be scored, the writer can invite members of the group to review a specific draft of an essay.



3. Each student in the group reviews the writer's work and gives the writer feedback in the form of Two Stars (strengths) and a Wish (areas in need of improvement).



Creating Peer Review Groups

Before students can begin the peer review process, they must be assigned to a peer review group. This assignment will determine which students will view and evaluate each other's written responses. Once students are assigned to a group, they will be able to send peer review requests to group members and, in turn, review the writing of their group's members. To set up peer review groups, the teacher can either use the *Randomize* feature to allow the program to randomly create groups within a class or to create custom groups by assigning specific students to specific groups.

Option 1: Randomize

The *Randomize* option will auto-create groups based on a minimum group size set by the teacher. **WARNING:** This option will remove all existing groups. Therefore, it is recommended that the teacher use the Randomize option OR the Custom option, but not both. To create randomized groups, follow these steps:

1. Select a course and click the *Students* tab.
2. Click the *Groups* tab on the left side of the page.

Find a Student

Students | **Groups**

+ Add Edit View Essays Remove Print

	Last Name	First Name	User Name	Password	Last Login
<input type="radio"/>	Bell	John	10045367	*****	Never
<input type="radio"/>	Everett	Danny	deverett	*****	Never
<input type="radio"/>	Hartman	Brady	2348716	*****	Never

3. Click the Randomize button.

Students | **Groups**

+ Add Edit Remove **Randomize**

Group Name	Students
No results to display	

4. Click on the drop down menu, select the minimum number of students in each group (between 2 and 5), and click *Create Groups*.

Create Random Groups

Warning: This will remove all existing groups

Minimum group size: 2

Cancel **Create Groups**

- The number of students placed in each group may not be the same, depending on the number of students in the class and the minimum number of students in each group as selected by the teacher. To re-arrange the students into randomized groups again, click the Randomize button to create new groups.

Group Name	Students
Group 1	Aiden Salpeck, Will Martin, Trish Martin, Carlos Hernandez
Group 2	Caroline Salpeck, Brady Hartman, Jessica Spalding, Rob Millard
Group 3	Danny Everett, John Bell, Josh Noel

- Randomized groups will be automatically named with the word “Group” and a number. To change the name of a group, click on the radio button next to the group name, then click the *Edit* button. Type the preferred name in the *Name* box.

Edit Group

Name

Students

- Students may also be added to Randomized groups by using the Edit tool. Click the radio button next to the group name, and then click the *Edit* button. Click in the “white space” next to the current students and select the names of the students who are eligible to be added to the group.

Edit Group

Name

Students

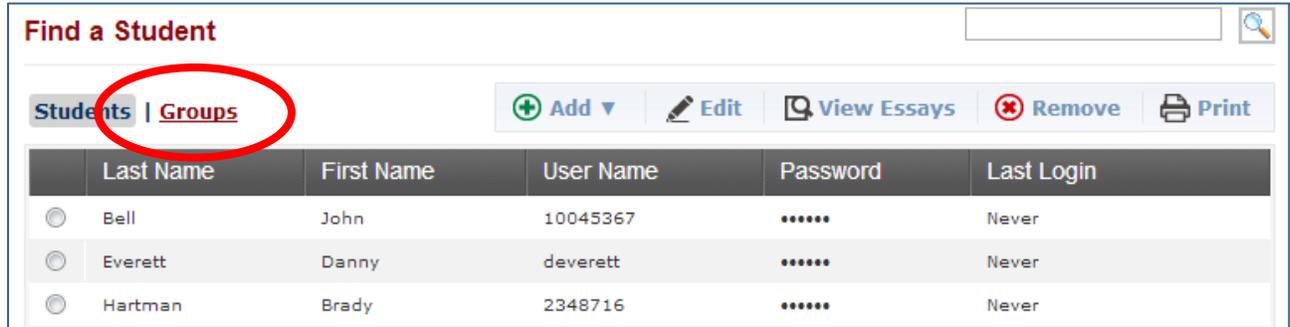
- Aiden Salpeck
- Will Martin
- Trish Martin**
- Carlos Hernandez

NOTE: Students can only exist in one group for each class. Once students are assigned to a group, their names are grayed out, showing that they are not eligible to be added to a new group.

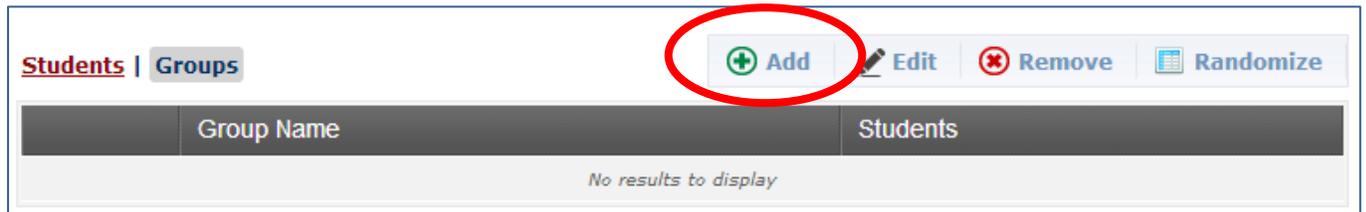
8. To remove a student from a group, click the *X* in the upper-right hand corner of the student's name.
9. To delete a group, click the radio button next to the group name, then click the *Remove* button.

Option 2: Adding a Custom Group

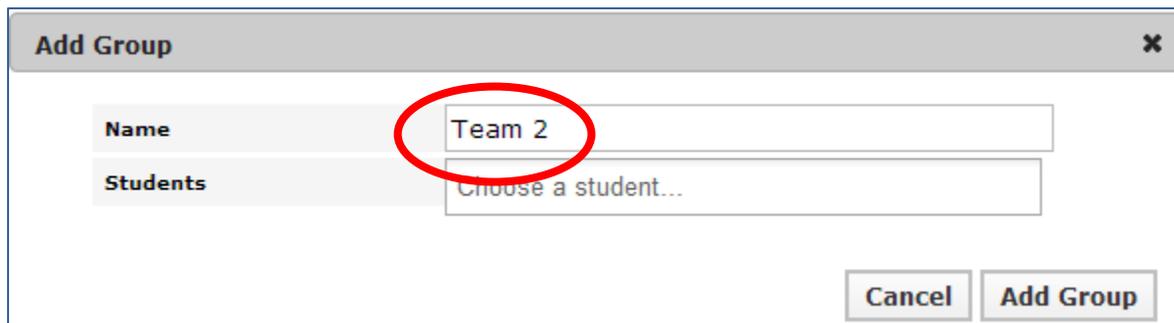
1. Select a course and click on the *Students* tab.
2. Click the *Groups* tab on the left side of the page.



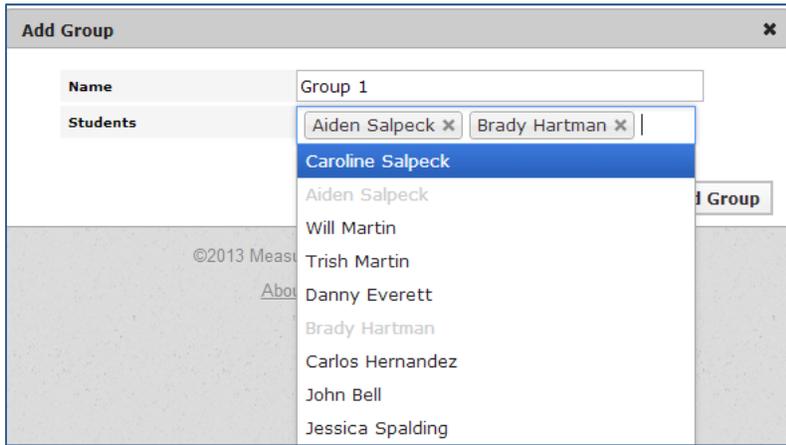
3. Click the *Add* button.



4. Groups will be named using numeric order such as "Group 1" unless the name is manually changed. To change the name of the group, click in the box for name and type in the preferred name.



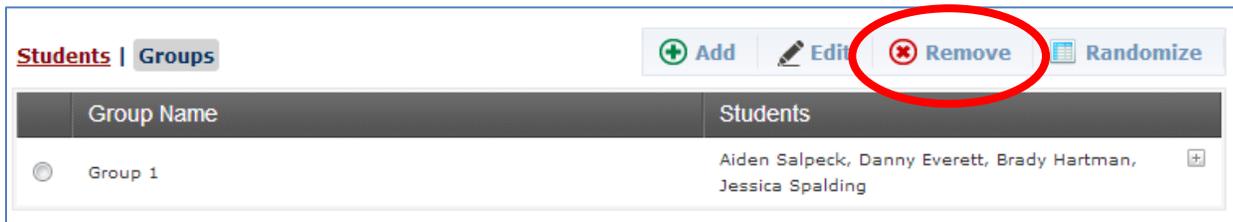
5. To add students to the group, click inside the *Students* box and select students by clicking on each student name. To remove a student from a group, click the *X* in the upper right hand corner of the student name.



6. Once students have been added to the group, save the new group by clicking on the *Add Group* button.



7. To edit a previously-created group, click the radio button next to the group name and then click the *Edit* button. To delete an entire group, click the *Remove* button.



8. Repeat Steps 3 through 6 to create additional groups.

Student Use of the Peer Review Feature

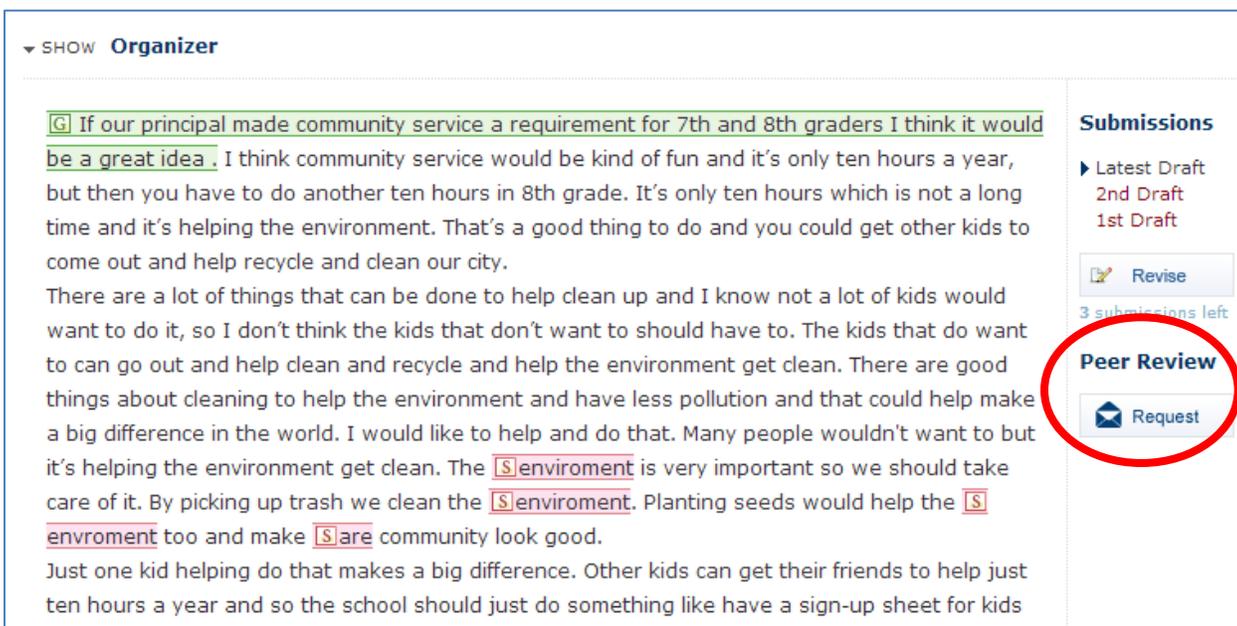
Similar to the writing process in the classroom, students are encouraged to read and review each other's writing. This provides the author of the written piece with constructive feedback on specific components of the writing that may be strong or in need of improvement PRIOR to editing and completing the final draft. Students are then encouraged to use this feedback to make revisions and improvements and continue to maximize their strengths in their written work. The peer review process also strengthens the writing skills of the reviewers by reaffirming what quality writing looks like and allowing them to find examples of quality within writing that differs from their own.

The *Peer Review Feature* within the practice writing sites mirrors the peer review process typically found in the classroom. Once teachers have assigned students to a group, students follow the steps below:

Requesting a Peer Review

Students can submit multiple drafts of an essay and can decide which draft they would like to be peer reviewed.

1. To do this, students simply click on the *Request* button under the *Peer Review* heading on the right side of the score report.



The screenshot shows a student's writing interface. On the left, there is a text area with a draft of an essay. The first sentence is highlighted in green: "If our principal made community service a requirement for 7th and 8th graders I think it would be a great idea." The rest of the text discusses the benefits of community service and the importance of the environment. On the right side, there is a sidebar with a "Submissions" section showing "Latest Draft", "2nd Draft", and "1st Draft". Below this is a "Revise" button. Further down, there is a "Peer Review" section with a "Request" button, which is circled in red. The text "3 submissions left" is visible between the "Revise" and "Peer Review" sections.

- When a request for review has been submitted, a message will be displayed stating the date and time of the request. As reviews are completed, this is shown, as well.

The screenshot shows a submission interface. On the left, there is a text area with a green highlight. On the right, there is a 'Submissions' section with a dropdown menu showing 'Latest Draft', '2nd Draft', and '1st Draft'. Below this is a 'Revise' button and the text '3 submissions left'. A 'Peer Review' section is circled in red, showing an envelope icon, the date '12/1/13', and the text '0 of 3 complete'.

Accepting a Peer Review Request

- When a group member logs in and selects a course, requests for peer review will appear at the top of the course page.

The screenshot shows a user profile for 'Rob Millard'. Below the name is a yellow notification bar with a warning icon and the text 'You have pending peer reviews.' Below the notification bar is a paragraph of text: 'The practice tests you have taken are listed below. Click a test date to view a score report. Use the tabs at the top of the screen to view lessons, take practice tests, or view your score portfolio.'

- Under the *Pending Peer Reviews* section at the bottom of the course home page, the student reviewer will see the date of the request, the name of the prompt, and the name of the author requesting the review.

The screenshot shows a table titled 'Pending Peer Reviews'. The table has three columns: 'Date', 'Prompt', and 'Author'. The first row contains the following data: 'Today', 'Community Service', and 'Caroline Salpeck'.

Date	Prompt	Author
Today	Community Service	Caroline Salpeck

3. To review the essay, the reviewer clicks on the prompt name. This is a link to an image of the student essay, and includes the prompt and a place to enter comments and submit the review.

DEC 1 2013 **Community Service**
by Caroline Salpeck
for Martin Demo 8 2013-14

Prompt
The principal at your school is considering making community service a requirement of all 7th and 8th graders. This would require 10 hours of volunteer work in the community each year. Do you agree or disagree with this idea? Write an essay stating your position and give persuasive examples that support your view. Be sure to develop your response fully.

Essay
If our principal made community service a requirement for 7th and 8th graders I think it would be a great idea . I think community service would be kind of fun and it's only ten hours a year, but then you have to do another ten hours in 8th grade. It's only ten hours which is not a long time and it's helping the environment. That's a good thing to do and you could get other kids to come out and help recycle and clean our city.
There are a lot of things that can be done to help clean up and I know not a lot of kids would want to do it, so I don't think the kids that don't want to should have to. The kids that do want to can go out and help clean and recycle and help the environment get clean. There are good things about cleaning to help the environment and have less pollution and that could help make a big difference in the world. I would like to help and do that. Many people wouldn't want to but it's helping the environment get clean. The environment is very important so we should take care of it. By picking up trash we clean the environment. Planting seeds would help the envroment too and make are community look good. Just one kid helping do that makes a big difference. Other kids can get their friends to help just ten hours a year and so the school should just do something like have a sign-up sheet for kids that want to volunteer and if some kids did do it the school could give extra credit for going out and helping because some people want some extra credit. The school could also have like a contest with different schools and whoever gets the most trash picked up can have like a party or something. I know a lot of kids that would like to have a party or something cool like that.
I don't really like cleaning that much and a lot of other kids don't either, so I would do it if we had to but I really don't like cleaning. I understand why they want us to do 10 hours is because it helps the environment, but if it was up to me, I really would want to do it so I don't think we should have to. If we did, then I would volunteer, but they should give extra credit for how much you clean up.
This is a good idea. Maybe it can help kids learn more about the earth and how we need to help it and keep it cleaner. Every day at least forty-three percent of people throw their garbage on the ground and just leave it there. That's not good because then it goes into our ocean and the animals can mistake it for food. It's not good for the air either. There is too much pollution in our air which isn't good for anybody.
So, I think that it should be a requirement for the 7th and 8th graders of our school to do community service, and maybe even 9th graders too. It would help our environment, help the kids be safe, and save time. And it would just help 100% of our whole community, our parks would be cleaner and look nicer. I think that it would be a good thing to do for mother nature.

Please complete your review of the essay above. Fill in your feedback and click **Submit**.

[Peer Review Guide](#)

by Rob Millard

★

★

★

Two Stars and a Wish Peer Review Method

The *Two Stars and a Wish* method is one of several research-based strategies utilized by classroom teachers during the writing process to facilitate successful peer review of writing. This method encourages positive feedback by asking students to find specific strengths in their peers' writing as well as offering constructive feedback on how to improve their writing. A guide to using the *Two Stars and a Wish* method is available to student reviewers as a link within the review page.

1. To complete a peer review using the *Two Stars and a Wish* method, the reviewer types in two comments about what they consider strengths in the student's writing. Then they write one comment about something that could be improved.

Please complete your review of the essay above. Fill in your feedback and click Submit.

[Peer Review Guide](#)

by Rob Millard

★ I think your essay is very well-organized and easy to follow.

★ Your reasons for supporting a community service rule are strong and believable. I agree with you!

★ Try not to use so many contractions (don't, can't) and maybe try to start sentences with words other than I. Otherwise, it is great!

Submit

2. When the student submits the review, the message on the course homepage will disappear and a record of the peer review completion will be displayed in the student reviewer's portfolio report.

Reviews		
Date	Prompt	Author
12/1/2013	Community Service	Caroline Salpeck

Accessing the Peer Review Comments

When a group member submits a review, the author can see that a review has been completed and can access the peer reviewer's comments immediately.

1. Displayed on the author's home course page is the author's writing history, including the number of peer reviews requested and submitted. The author can click on the red link under the *Date* column to see completed reviews.

Martin Demo 8 2013-14 Home Page
Caroline Salpeck

The practice tests you have taken are listed below. Click a test date to view a score report. Use the tabs at the top of the screen to view lessons, take practice tests, or view your score portfolio.

Writing History

Date	Prompt	Status	Reviewed	Messages
Today	Community Service	Scored	1/3	—

Displaying 1 - 1 of 1

2. Comments from the peer reviewer can be seen directly below the latest draft of the essay. A confirmation that a review has been submitted is also displayed next to the essay itself.

our air which isn't good for anybody.

So, I think that it should be a requirement for the 7th and 8th graders of our school to do community service, and maybe even 9th graders too. It would help our environment, help the kids be safe, and save time. And it would just help 100 S% of our whole community, our parks would be cleaner and look nicer. I think that it would be a good thing to do for mother nature.

Peer Review

 12/1/13
1 of 3 complete

Peer Reviews

 [Peer Review Guide](#)

by Rob Millard

-  I think your essay is very well-organized and easy to follow.
-  Your reasons for supporting a community service rule are strong and believable. I agree with you!
-  Try not to use so many contractions (don't, can't) and maybe try to start sentences with words other than I. Otherwise, it is great!

Monitoring Student Use of the Peer Review Feature

The teacher remains an active participant in the peer review process by monitoring the appropriate use of the tools available for students. The teacher can use the *Student Portfolio* report to view the status of reviews requested by an author, the number of pending reviews for each group member, and the comments provided by each peer reviewer.

Advanced Settings for the Peer Review Feature

Showing/Hiding the Reviewer/Author Name

The teacher can determine if the name of the peer reviewer and/or the author of the essay will be viewed by their group members. By default, the names of both author and reviewer are shown for all prompts. However, the teacher can hide the names of the reviewer and/or the author on a prompt-by-prompt basis. To hide student names, follow these steps:

1. Select a course and click on the *Prompts* tab.
2. Click on the desired prompt.
3. Click on the + sign beside *Advanced Options*. The settings for *Peer Review* will appear in the drop-down menu

Edit Prompt

Title*	Academics for Athletes
Description*	Suppose that your school is considering revising the academic requirements for its student athletes. The new policy will require students to maintain a minimum grade of "C" or "Average" in all subjects in order to participate in a sport. Would you be for or against this new policy? Provide reasons and be sure to develop your response fully.
Essay Category*	Argumentative

Advanced Options

- In the *Peer Review* section under the statement “For the reviewer, the name of the essay author will be...,” click on the drop down menu and select *Hidden* to keep the author’s name anonymous.

Peer Review

Allow students to review their peers:

Enabled

For the reviewer, the name of the essay author will be:

Shown

Hidden

Shown

Save Cancel

- In the *Peer Review* section under the statement “For the essay author, the name of the reviewer will be:” click on the drop down menu and select *Hidden* to keep the reviewer’s name anonymous.

Peer Review

Allow students to review their peers:

Enabled

For the reviewer, the name of the essay author will be:

Shown

For the essay author, the name of the reviewer will be:

Hidden

Hidden

Shown

Save Cancel

- Repeat this process for each prompt for which the author or reviewer names should be hidden.

Disabling the Peer Review Feature

The teacher can determine if the peer review feature is available on a prompt-by-prompt basis. By default, the peer review feature is enabled (available) for all prompts unless a teacher disables it. To disable this feature for a prompt, follow these steps:

- Select a course and click on the *Prompts* tab.
- Click on the prompt (in red) for which the peer review feature will be disabled.
- Click on the + sign beside *Advanced Options*. The settings for *Peer Review* will appear in the drop-down menu.

Edit Prompt

Title* Academics for Athletes

Description* Suppose that your school is considering revising the academic requirements for its student athletes. The new policy will require students to maintain a minimum grade of "C" or "Average" in all subjects in order to participate in a sport. Would you be for or against this new policy? Provide reasons and be sure to develop your response fully.

Essay Category* Argumentative

Advanced Options +

Save **Cancel**

- In the *Peer Review* section under the statement "Allow students to review their peers," click on the drop-down menu and select *Disabled* to turn off the peer review feature for this prompt.

Grammar and Spelling Feedback Hide grammar and spelling feedback until draft number (between 1 and 99)

Peer Review Allow students to review their peers:

Disabled

Enabled

Disabled

Shown

For the essay author, the name of the reviewer will be:

Shown

Save **Cancel**

- Repeat this process for each prompt for which the peer review feature should be disabled.