

USING PEER REVIEW TO IMPROVE STUDENT WRITING
SUPPLEMENT 5B: GRADING CRITERIA FOR PEER CRITIQUES OF L2 WRITERS BY L1 WRITERS

Grading Criteria for Peer Critiques of L2 Writers by L1 Writers

- A. The peer critique shows evidence of exceptional effort, insight, and detail. It closely engages with the essay's argumentation and organization, and it provides concrete suggestions for rhetorical revision. The peer critique addresses grammatical concerns that prohibit understanding of the writer's argument, but does not heavily engage with editing the writer's English.
- B. The peer critique is thoughtful and discusses the strengths and weaknesses of the paper, occasionally providing suggestions for revisions. The peer critique addresses grammatical concerns that prohibit understanding of the writer's argument, but does not heavily engage with editing the writer's English.
- C. The assignment was completed. The critique attempts to point out strengths and weaknesses of the paper, but these are heavily focused on grammatical and idiomatic use.
- D. The peer critique was attempted but not successfully completed. The reviewer's effort is mostly editorial, without offering rhetorical strategies to improve the writer's argument.
- F. The critique was not turned in or was turned in late.

Please note: In the case of an L1 student peer-critiquing the work of an L2 writer, an A will be reserved for outstanding effort to engage with higher order concerns: organization, structure, disciplinary academic conventions. This means that a peer-critiqued essay from an L2 writer might still show several grammatical issues, but the essay shows improvement in mastering the subject matter and in communicating an argument effectively. If such improvement is directly related to the advice offered in the peer-critique, the L1 student deserves an A. Plusses and minuses will be awarded in accordance with the degree to which the assignment possesses characteristics associated with the grades above and below the base grade.