

Name of Peer Reviewer:

Date:

Name of Author:



Persuasive Essay: Op-Ed — PEER FEEDBACK

Learning Targets: • I can provide kind, constructive peer feedback based on questions and checklists.

- I know what energy is, where it comes from, and how we use it.
- I can compare and contrast alternative fuels using research and text evidence.
- I can argue verbally and in writing for the use of a particular source of energy.

STEP ONE: Read your partner's essay OUT LOUD to him/her. The author may fix any small mistakes at this time.

STEP TWO: Answer these questions.

1. Is the thesis CLEAR? Write it in your own words: _____

2. Which one of the supporting points is most convincing? **Why?** _____

3. Describe ONE of the counterpoints and HOW THE AUTHOR ARGUES AGAINST IT:

4. What part of the essay needs work? **Give concrete suggestions on how to improve it.**

Suggestions:

Concerns:

Kudos:

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STEP THREE: Complete the checklist CAREFULLY — you should be able to point to exactly where in the essay you see everything you check “yes” for.

Content - *Does the essay include all required content?*

THE PAPER...	Yes	No
1) Explains where the alternative energy comes from.		
2) Explains how it is turned into usable energy / electricity.		
3) Describes at least THREE distinct advantages (pros) of the form of energy.		
4) Gives evidence and explanation to support each advantage.		
5) Describes at least THREE disadvantages (cons).		
6) Convincingly argues against each disadvantage.		
7) Communicates why it is important to use the alternative energy.		

Structure and Conventions - *Is the writing clear and easy to understand?*

KEYHOLE ESSAY:	Yes	No
1) Intro paragraph starts with broad hook and narrows to thesis.		
2) Body paragraphs in PEEL format - point, evidence, explanation, link.		
3) Concluding paragraph restates thesis, shows how the evidence supports the thesis, demonstrates the importance of the thesis.		
GENERAL:		
Does NOT refer to the author or audience (e.g. “This paper is about...” “In my opinion...” “Now you know about...” “As you can see...”) [yes = doesn't do this]		
Complete sentences		
Accurate spelling		
Correct punctuation and use of paragraphs		

To the author:

- Read the feedback carefully, and do your best to address all suggestions and concerns.
- Use the checklist yourself to see if you've met the requirements for the essay.
- Remember, if you are missing something from the checklist in your rough draft, you must make sure to include it in the final draft!