

AP Seminar - IRR Peer Editing Worksheet

Essay Author: _____ Essay Reviewer #1: _____

Overall Formatting:

1. Does the IRR follow standard MLA 8 format? Put a check mark next to each of the following that are CORRECT and X out anything that isn't:
paper title, page numbers, double spaced, TNR 12, no bold or underlined
2. Essay Title: Does the title reflect both the topic and lens?

Row 1: Research context given with a wide variety of sources

1. Put a BOX around the **lens or approach** through which the author is examining the topic.
2. Find the different perspectives in the essay. Write P1, P2, P3 in the margin.
Hint: you might find these in multiple places throughout the essay. Remember that we often connect them to stakeholders
3. Does it show evidence of careful source selection?
 - a. How many sources are in the essay: _____
 - b. How many of those are journalistic (NYT, ABC, BBC): _____
 - c. How many of those are academic (Journals, etc.): _____
4. Context of the problem: Use this space to explain **in your own words** what the "context" of the problem is.
 - a. Hint: That's the "so what" and it is likely in the introduction
 - b. Add your answer here:

Row 2: Understanding sources by explaining and analyzing them

1. Does the essay demonstrate an **understanding of the reasoning and validity of the arguments** from the sources they have used?
 - a. Using a highlighter, identify EVERY quote that is used. THEN:
 - b. See if the writer added explanation or commentary after that quote (or did they just drop it in?).
 - c. Underline the student explanation in each paragraph.
 - i. So you should see a quote you highlighted and then an underlined sentence of explanation. IF YOU DO NOT:
 - ii. Put a LARGE X in the margin and write: "Where is your explanation, For The Love?"
 - d. Where to find in paper:
 - i. Ends of paragraphs, summarizing the paragraph
 - ii. Directly after a citation, as part of the commentary on the sources

Row 3: Source Evaluation

1. Let's talk about the evidence: is it well-selected and well-used?
 - a. Go back and look at what you highlighted in YELLOW (the quote or paraphrase).
 - b. Put a [bracket] around the credibility (who said it, where they said, why they matter)
 - c. No credibility? Write in the margin of the essay: "Where is your CR-EDIBILITY, For The Love!"

Reviewer comments: (Remember: "A spoonful of sugar helps the medicine go down.")

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Essay Author: _____ Essay Reviewer #2: _____

Row4: Conversation between perspectives

1. Does the writer make connections between perspectives presented in essay?
2. Look at the notes that Peer #1 wrote in the margins (find the P1/ P2/P3, etc.) Do you see reference between them?
 - a. Hint: it might look like: "Although Verwys strongly agrees that you should get your paper done early, Tabor is fine with turning it in on the due date" (Citation here).
 - b. Do you see how the student author wanted to use the Tabor information, but *referred back to the Verwys source*? That's "conversation".
3. So use THIS space to tell the student writer that you SAW or DID NOT SEE "conversation:

Recommendation: Does the author conclude with a recommendation to the team with respect to the particular lense through which they examined the topic? YES NO

Row5: Accurate Citation (MLA8)

1. Circle EVERY in text citation. (Theoretically these should follow the YELLOW highlighting from Peer #1.)
2. THEN: Flip back and forth between the WC page and place a check mark on the WC page for every citation you circle.
3. If one is missing: make a VERY OBVIOUS note to the author.

Row 6: Clear academic Writing

1. Is the grammar and style appropriate for an academic audience?
2. Do you notice any sentences that don't make sense? (Mark it!)
3. Do you notice any sentences that start with TH words (this, that, these, those, there) (Mark it!)
4. Do you notice any N2SSWTSWPP? (Mark it!)
5. Do you notice any rhetorical questions? (Mark it!)

Reviewer comments: (Remember: "A spoonful of sugar helps the medicine go down.")