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| Narrative - Peer Feedback  **Source - Kate Kinsella’s *Preparing English Language Learners*** |

* Give considerable thought to the feedback partnerships. Pair students within a similar range of writing proficiency. Assign partner roles (A/B)
* Assign an exceptionally weak student to work with two proficient students. The weaker student can thus observe and benefit from productive partnering and feedback, and the more capable students will receive actionable input on their drafts. Overtime, the weaker student can be assigned a single partner after developing stronger literacy and language.
* Only have students respond to 3-5 variables in a rubric on their first attempt at providing formative feedback to a partner.
* Practice analyzing a draft, completing a rubric, and providing verbal recommendations before beginning a peer feedback session.
* Provide a clear process and sentence frames for peer feedback to prevent students from being overly critical or general.
* Have students sit separately while they are reading and responding to each other’s drafts to prevent them from getting nervous or distracted, and to allow you to provide assistance.
* Walk around the classroom and assume an active coaching role while students are writing their feedback. Provide extra assistance to less proficient readers and writers.
* After students have shared their feedback with their partners, don’t agree to provide individualized assistance to disgruntled or competitive students who don’t value peer feedback.
* Tell students you will evaluate and assign points for the feedback they provide to their parnters.