**Rationale:** Chang (2015) studied teacher modeling of peer feedback and found that “EFL student reviewers can learn peer review skills through observation of their teachers and use of complementary tools such as checklists” (p. 2). Chang reminds readers that “peer review itself, in its own right, is an absolutely legitimate and authentic writing practice that can reap educational benefits” and that written peer feedback “is equally beneficial to the feedback recipients and providers” (p. 3).

Hedgcock and Ferris (2013) “strongly encourage all teachers to go through some form of ‘light’ training process [a discussion of students’ prior experiences with peer review, a whole class review of a writing sample using the same instructions they will use in their small groups, role modeling] the first time the class does extensive peer review” (p. 257). They also found that if “students are provided with guiding questions to consider as they read and specific review tasks to complete, they tend to produce more useful feedback and to enjoy the process more themselves” (p. 259).

Considerations for adaptation:

**Peer Review: Restaurant Review**

Writer’s Name:  
Peer Reviewer’s Name:

***Note:*** When responding, keep in mind Strauss’s instructions to: “Write most of your comments out in full statements…. Get specific. Don’t rely on general statements alone. Refer specifically to the writer’s [draft]…” (19-20).

1. The assignment requires that the writer write a *description* **and** *evaluation* of the *restaurant* **and** *the meal*. Comment on how well the writer has fulfilled the expectations of the assignment so far.

2. Comment on the writer’s use of vivid, descriptive language when describing the restaurant and the meal. Note any places in the draft that would benefit from more vivid, descriptive language.

3. What criteria has the writer used to guide the overall evaluation? How can you tell?

4. Comment on the writer’s use of concrete, specific evidence to support the evaluation. Note any claims that lack sufficient evidence.

5. Comment on the organization and arrangement of the review. Note any places in the draft that lacked sufficient transitions or caused you confusion as a reader.

6. Comment on the writer’s attention to audience (College-affiliated visitors to the local area).

7. Note any patterns of error.

8. Following the example in “Responding—Really Responding—to Other Students’ Writing,” write an end comment to “tell the writer what you like and don’t like, what is and is not working, and where you think it can be made to work better” (20).

9. **For the writer**: List any additional areas you’d like the reviewer to comment on, or any additional questions you have about your draft: