

# Report Peer Review Guide and Teacher Scoring Rubric

Report By: \_\_\_\_\_  
ID Number

Author: Did the reviewers do a good job? 1 2 3 4 5  
Rate the quality of the peer review

Reviewed By: \_\_\_\_\_  
ID Number

Take a look at the introduction. Do you think:	Reviewer Rating			Teacher Score		
1. There is a good overview of the phenomenon?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
2. The task and guiding question are clear?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
3. It is clear why it is important to complete the task?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
<b>Reviewers:</b> Please <b>explain how the author could improve</b> this part the report.				<b>Author:</b> What changes did you make to your report based on feedback from the reviewers?		
Take a look at the method. Do you understand:	Reviewer Rating			Teacher Score		
1. What data or information the author used or collected?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
2. How the author obtained the data or information?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
3. How the author made sense of the data or information?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
<b>Reviewers:</b> Please <b>explain how the author could improve</b> this part of the report.				<b>Author:</b> What changes did you make to your report based on feedback from the reviewers?		

# Report Peer Review Guide and Teacher Scoring Rubric

Take a look at the argument. Do you think:		Reviewer Rating			Teacher Score		
1.	The claim answers the guiding question?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
2.	The analysis of the data is correct?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
3.	The interpretation of the analysis makes sense?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
4.	There is enough evidence to support the claim?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
5.	The choice or use of the evidence is well justified?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
6.	All the ideas included in the justification are correct?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
7.	All the variables or symbols in the argument defined?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
8.	The claim is valid or acceptable?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
<b>Reviewers:</b> Please <b>explain how the author could improve</b> this part of the report.		<b>Author:</b> What changes did you make to your report based on feedback from the reviewers?					
Look at entire the report. Did you think:		Reviewer Rating			Teacher Score		
1.	It is easy to read and well organized?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
2.	The sentences are complete?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
3.	The subject and verb agree in each sentence?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
4.	The spelling, punctuation, and capitalization is correct?	<input type="checkbox"/> No	<input type="checkbox"/> Somewhat	<input type="checkbox"/> Yes	0	1	2
<b>Additional Review Feedback</b>							
What other feedback you would like to give? Is there something that you really liked about their investigation report? Is the anything else that you noticed that could be improved?							
<b>Teacher Comments</b>							
						Total: /36	