

Peer Coaching as Questioning—Steps for Administration:

1. After completing the Steps for Administration, explain to students that the peer coaching as questioning method is similar to *Jeopardy!* (students who watch or play *Jeopardy!* will immediately understand), where questions replace feedback responses.

- a. Query students briefly about their knowledge of *Jeopardy!*—how it is played, how questions are developed. Students who play *Jeopardy!* will be very good at this method!
- b. Instruct students to work with a peer who will serve as responder to coach them on the think-through portion, making questions out of prompts on the Feedback Checklist.

Feedback Checklist for Peer Coaching as Questioning

Name _____

This checklist can be completed by either the Writer or the Responder to help Writers decide what they need help with, or what the issues are in the draft. Writers will use this to determine what they want help with. Responders may also ask the questions to the Writer to help them through the process.

Check one genre:

Fiction: poem story novel chapter screenplay other _____

Non-fiction: autobiography biography essay persuasive essay other _____

Check one subject: Language Arts/English Math Science Social Studies Art
 Other

Directions: Read your draft over carefully, then ask and answer each question below before checking off all areas that apply.

1. I may want or need help with this draft in the following area(s):

Introduction/thesis: *How does the introduction sound? Does this thesis statement capture the introduction and main ideas the project needs or that I need to make this good?*

Beginning: *What made me want to begin it with this? How does it work as an introduction or a thesis statement?*

Conclusion: *Does it end the way I want it to end, or have pictured it to end?*

___ **Organization:** *Am I satisfied with the organizational structure, or can it be better organized? Where is it lacking?*

___ **Character development**

Do the characters look and act the way I've been picturing and imagining them to?

___ **Repetition:** *Does the poem use enough repetition to give it a strong feeling or voice?*

___ **Rhyming:** *Am I satisfied with the rhyming or does it sound like you tried too hard, or like it is contrived?*

___ **Time-order:** *Is there a sense for time-period in this? Is it important to have that for this draft? Does the timeline flow in order?*

___ **Detail:** *Does every detail help the storyline? Are there enough details to persuade the reader?*

___ **Dialogue:** *Is there enough talking among the characters, or should there be more? Do they sound like real people talking?*

___ **Argument/Persuasion:** *Is the reader convinced of a position? Is my own position clear enough? Do I make the reader feel as passionately as the author?*

___ **Style:** *Am I satisfied with the writing style? Is the author's own writing style clear?*

___ **Length:** *Does it meet the length requirements of the teacher or project goal? Am I satisfied with how long (or short) it is?*

___ **Spelling/Grammar/Punctuation:** *How much more review will be needed in this area? Am I confident about the spelling and grammar? Explain any areas checked above – for example: Why is the help needed, and how it can be given?*

2. State clearly what you want help with, using an "I" statements. Finish one of the questions:

- *Am I having trouble with...?*
- *Do I need to know what you hear when...?*
- *Am I not sure about...?*
- *Do I want help with...?*
- *Why doesn't this section sound right?*
- *What do you hear when I read?*
- *What do you hear in my thesis?*
- *What is the argument?*

Clarification Questions for the Writer: Write down any clarification questions the Responder has for the Writer:

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Clarification Questions *from the Writer*: Write down any questions you have about your draft. Examples: *What if I ended it differently? Is my beginning too strong? Did I add enough detail about the ...? Was my thesis statement properly formatted? Did my thesis clearly communicate my topic or argument?*
