

Self-Assessment: My Work on Giving Feedback as a Reviewer

Giving helpful feedback is a precursor to improved writing. If you can see how a draft meets/does not meet criteria and tell another writer ways to improve, then the writing coach in your head is getting smarter; eventually, your own drafts will improve.

Please compose a progress report on the feedback you've given this semester. Answer the question, "Where am I in this trajectory?" I'm most interested in your awareness of your progress, not in assessing exactly where you fall at the moment.

This report is the first of two, so your aim is to identify what you are currently doing well and what you will improve by the end of the term.

Rely on these sources:

- "File Title" provides quantitative and qualitative analysis of every comment you've made in Eli Review this term.
- Self-assess using the rubric on the second page of this document

Use these headings and guidelines in your report

- Current Reviewer Level
 - where you started per the rubric
 - where you are per the rubric now
- Overall Effort
 - word count statistics
 - reciprocity
- Overall Quality
 - comment focus
 - self versus peer helpfulness ratings
 - writers' use in revision plans
 - instructor's endorsement
 - top three comments (include examples and discuss strengths)
- Next Steps
 - goals for the rest of the term
 - insights about your work as reviewer

Include tables and charts to report self compared to class data when possible, but always provide a narrative explanation.

How Reviewers Level Up In Talking About Writing

Level	Description	Leveling Up
1	Acting primarily as copy editors, reviewers provide ineffective responses by correcting mistakes or offering opinions not clearly related to writers' purpose.	- understand purpose - describe claims and evidence - explore ideas - limit editing in early drafts
2	As partners in meaning-making, reviewers help writers reshape claims and evidence. Reviewers accurately restate writers' purpose and ideas, identify strengths, and recommend strategies for improving weaknesses.	- notice how the parts work (or don't work) together - say why some parts are strong and others are weak - recognize most criteria - focus comments on higher-order concerns
3	Relying heavily on instructor's guidelines, reviewers offer writers meaningful revision suggestions. Reviewers align feedback to criteria. They may occasionally misidentify parts of the draft or miscalculate how well the draft meets expectations. Their comments may restate criteria and often repeat the same suggestions.	- label the parts of drafts - notice how organization, tone, sentence structure, and diction achieve purpose - recognize all criteria - pose reflective questions about claims and evidence or about writers' craft
4	As fellow writers, reviewers help peers understand how their choices affect readers. They consistently and accurately identify parts of the draft and evaluate how well the draft meets expectations. They ask writers thoughtful questions that often go beyond the instructor's guidelines. They offer unique suggestions that reveal a developing awareness of how writers achieve a particular voice.	- describe writers' arguments in ways that refine the claim and evidence - describe writers' style in ways that refine it - pose questions that invite writers to think in new ways - weigh ideas and styles from multiple perspectives within the intended audience
5	Working as developmental editors, reviewers help writers identify and polish their core ideas through rigorous attention to audience, purpose, claims, evidence, organization, and style. Comments consistently go beyond the instructor's guidelines. Reviewers help writers productively address the complex rhetorical situation.	- zero in on the most important changes a writer should consider - frame feedback to connect criteria, conventions, and the unique rhetorical situation - suggest several strategies for improving argument and style