

## Praise, Question, Polish

*Peer review is sometimes vague and unhelpful. As a result, teachers and students find little value in peer revising and editing.* Praise, Question, Polish is a peer feedback strategy that encourages quality comments and actionable feedback. Employed during peer revision, students provide each other with specific comments on one another's writing, ask questions where writing is unclear, and provide suggestions to improve writing according to the learning target or writing rubric. This is an especially useful tool in the writing process in fostering feedback that will help writers meet established learning goals.

### **Procedure**

#### Model

Provide students with examples of vague, general, and specific comments. In groups, have students sort and categorize the comments and discuss which group is most helpful in making revisions.

Display a piece of writing using a SmartBoard, projector, document camera, or other means. Remind students of the learning target for the piece of writing. Using the form show how you would leave a comment pointing the writer of the piece toward the learning target. If there is no evidence indicating the student has made progress in achieving the learning target, provide actionable feedback. Demonstrate how you would ask questions to clarify understanding. Finally, provide specific explanations of how the writer could refine and "polish" the piece of writing.

#### Mentor

Have students work in groups to employ the strategy. All groups could work through the same piece of writing. Then, as a class they could compare the Praise, Question, Polish forms completed by each group. Discuss whether the comments written on the forms are vague, general, or specific. Ask how they would be helpful to the writer in improving their writing.

#### Monitor

Students now work in peer pairs to revise and edit writing. Teacher monitors for specific feedback.

Note: Praise, Question, Polish also works well to provide feedback on oral presentations.