

## My Peer Review Method

*Note: The informal assignments in MATH 132 are not really conducive to peer review. I have gone ahead to do the peer review process for the final project.*

### Peer Review of Final MATH 132 (Online) Projects

**Upload Drafts to LMS:** We will be using the Discussion feature in Brightspace to facilitate the peer review process of the Final Project, in Brightspace. Students should upload a draft of their written paper to Brightspace under Discussions. Make sure all mathematical calculations are included as pictures inserted in your document, and all diagrams and your Geogebra model are also included within the document.

#### **Review Process:**

1. Read through the paper you are assigned. During this first reading you are checking for whether or not the content of the paper makes sense. Are the ideas of the paper clearly stated and does the student have a clear organization to the paper? Remember, this paper is written for your peers, so check to make sure that the language is understandable, and the vocabulary used is consistent with what was taught in class. If there are any significant grammatical errors or spelling errors, you can go ahead and mark the ones you notice.
2. Read through the paper again. Check the diagrams to see if they are labeled, and if they are referenced in the paper. The student should have also inserted a building model that was created in Geogebra. Can you read the mathematical calculations? Does the student indicate why they are using particular formulas? Can you follow the logic of their calculations? If you cannot understand the mathematics, you should indicate that more explanation is needed. The diagrams should also be clearly labeled, and an explanation should be given as to how the model in Geogebra was created.
3. Next check that the student completed the following major tasks
  - a. The paper details the location of the building, the materials with which the building was constructed, and a brief history of the building.
  - b. The paper contains information about the dimensions of the building and costs for the materials used in construction.
  - c. Calculations related to determining the overall cost of materials for construction.
4. When you have finished, give the student's paper some general comments indicating the aspects of the paper that they did well. If there are parts that you felt were not clear, you should indicate what they are. You are not looking for perfect papers or absolutely accurate, "textbook-like" mathematical calculations. You are looking for whether or not you, as a fellow educator, can follow the paper and understand the reasoning used.

# Peer Review Scoring Tool

As you read through the student's project, rate each of the following on a scale of 1 to 5 where

- 1 = Needs significant reworking
- 2 = Heading in the right direction, but needs to be looked at more carefully
- 3 = Satisfies the criteria, however, needs some improvements
- 4 = Adequately meets the criteria
- 5 = More than adequately meets the criteria

## Checklist and Ratings

1. The paper is well organized and clearly written.
2. The paper has been proofread.
3. The paper appropriately uses terms from class.
4. The content of the paper highlights geometric concepts from course material.
5. The paper details the location of the building, describes the history of the building, and gives some information about the architect and other information pertinent to its construction.
6. The student has a diagram of building and references it within the contents of the paper.
7. The dimensions of the building are given, or, student has made an attempt at estimating the dimensions and explained their process.
8. Student has calculations clearly shown, and explains how formulas have been applied
9. Student has provided a model of building created in Geogebra
10. References have been cited.

## Comments on and Impressions of the student's paper

1. What parts of the paper worked? Is there anything that you felt that the student did particularly well in their paper?
2. What parts of the paper were difficult to understand? What would have helped to make those parts clearer for you?
3. Were diagrams effectively used in the paper?
4. Did you understand the student's mathematical explanations as well as calculations? If not, could you explain what you feel you needed in order to understand the mathematics better.
5. Do you feel the student's research could adequately inform a lesson on some Geometric concept? If so, which concepts do you think could be taught based on the student's research? If not, what do you feel would help the student to use their research in order to develop a lesson?