Calibrated Peer Review Writing
An easy* and scalable way to add graded writing assignments to large classes

Introduction

1. **Calibrated Peer Review (CPR)** is a web-based, instructional tool that enables frequent writing assignments in any discipline, with any class size, even in large classes.
2. CPR can reduce the time an instructor now spends reading and assessing student writing.
3. Create your own writing assignments or use existing assignments from the central assignment library.
4. CPR stems from a science-based model, but is discipline independent and level independent.
5. CPR melds the pedagogy of 'writing-across-the-curriculum' with the process of academic peer review.

A student encounters three components in each CPR assignment:

**Writing:** Each student is given a writing prompt and submit an essay on a topic and in a format specified by the instructor.

**Peer Review:** To master each calibration, students must:
- Answer 7 of 11 questions correctly, and
- Not deviate by more than 3 points from the rating of their text.

**Self-Assessment:** To receive points for self-assessment, students must:
- Not deviate by more than 3 points from the average rating of their text to receive full credit, or
- Deviate by less than 4 points from the average rating of their text to receive partial credit.

Scoring Template

- **Calibrations:** To master each calibration, students must:
  - Answer 7 of 11 questions correctly, and
  - Not deviate by more than 3 points from the rating of a calibration text.

- **Reviews:** To master reviews, students must:
  - Not deviate by more than 3 points from the average rating of the reviewed text.

Instructor Workflow:

1. Setup CPR for your class
   a. Request Instructor Login
   b. Submit Class Roster
2. Find existing assignment in library, or decide to author a new assignment
   a. Create writing prompt
   b. Create evaluation rubric (~10 questions + rating)
   c. Create 3 calibration essays
   d. Score calibration essays
   e. Create scoring template
   f. Deploy assignment with due dates
3. Require student pre-test (graded for completion)
4. Join in the writing assignment
5. Monitor student progress during the assignment
   - especially text submission
6. Review problem report
7. Adjust scores as needed
8. Import results into blackboard

What role should CPR Assignments play in your course?

- CPR should support both student learning and simultaneously increase writing proficiency!
- Writing assignments should highlight the most important learning objectives in your course.
- Writing assignments promote critical thinking through the writing process and also through the evaluation of the written work of their peers
- CPR promotes peer-review as a critical component of writing and scholarship

CPR is effective at increasing Student Learning and Improving Writing.

“CPR improves student learning. As students work through the calibration essays, they internalize substantive course concepts. Moreover, completion of the CPR review process improves students’ writing skills. Consistent and repeated use of CPR in large classes could improve our students’ writing skills and promote higher order learning without increasing grader workload.” – Ishiyama and Watson. “Using Calibrated Peer Review to Facilitate Writing Assignments in Large Classes.” UNT Digital Library.

http://digital.library.unt.edu/ark:/67531/metadc84145/

“The CPR process for providing evaluation and feedback is more effective than TA-generated feedback in improving students’ ability to write scientific abstracts...while scores of students who received TA feedback decreased, scores of students who had CPR improved. Students also progressed in CPR-generated measures of their writing and reviewing abilities. A separate analysis found no significant differences between males and females.” Hartberg, Gunsels, Simson, and Balester, “Development of Student Writing in Biochemistry Using Calibrated Peer Review” Journal of the Scholarship of Teaching and Learning, Vol. 2, No. 1, Feb. 2008, pp. 29 – 44.

*well, relatively easy

Calibrated Peer Review website at UCLA:
http://cpr.molsci.ucla.edu/Home.aspx

Jason Ritchie
Department of Chemistry and Biochemistry

Instructor Workflow:

1. Find existing assignment in library, or decide to author a new assignment
   a. Create writing prompt
   b. Create evaluation rubric (~10 questions + rating)
   c. Create 3 calibration essays
   d. Score calibration essays
   e. Create scoring template
   f. Deploy assignment with due dates
3. Require student pre-test (graded for completion)
4. Join in the writing assignment
5. Monitor student progress during the assignment
   - especially text submission
6. Review problem report
7. Adjust scores as needed
8. Import results into blackboard

What role should CPR Assignments play in your course?

- CPR should support both student learning and simultaneously increase writing proficiency!
- Writing assignments should highlight the most important learning objectives in your course.
- Writing assignments promote critical thinking through the writing process and also through the evaluation of the written work of their peers
- CPR promotes peer-review as a critical component of writing and scholarship

CPR is effective at increasing Student Learning and Improving Writing.

“CPR improves student learning. As students work through the calibration essays, they internalize substantive course concepts. Moreover, completion of the CPR review process improves students’ writing skills. Consistent and repeated use of CPR in large classes could improve our students’ writing skills and promote higher order learning without increasing grader workload.” – Ishiyama and Watson. “Using Calibrated Peer Review to Facilitate Writing Assignments in Large Classes.” UNT Digital Library.

http://digital.library.unt.edu/ark:/67531/metadc84145/

“The CPR process for providing evaluation and feedback is more effective than TA-generated feedback in improving students’ ability to write scientific abstracts...while scores of students who received TA feedback decreased, scores of students who had CPR improved. Students also progressed in CPR-generated measures of their writing and reviewing abilities. A separate analysis found no significant differences between males and females.” Hartberg, Gunsels, Simson, and Balester, “Development of Student Writing in Biochemistry Using Calibrated Peer Review” Journal of the Scholarship of Teaching and Learning, Vol. 2, No. 1, Feb. 2008, pp. 29 – 44.

*well, relatively easy

Calibrated Peer Review website at UCLA:
http://cpr.molsci.ucla.edu/Home.aspx