**MATH 213 W**
**Peer-review Checklist**

The aim of peer-review is to help the author of the paper you are reviewing produce a better final draft. After you read through the paper *and* this checklist, complete the checklist by rating the paper on a scale of 0 – 5 (0 being the minimum and 5 the maximum) for each of the questions below.

| **Motive / Orientation** | **D1** | | **R1** | | **D2** | | **R2** | | **D3** | | **R3** | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Is there an introduction or abstract that motivates the reader to read the rest of the paper? | | | | | | | | | | | | |
| Is the argument introduced or expressed clearly in this introduction or any introductory paragraph? | | | | | | | | | | | | |
| Does this introduction sufficiently explain the relation of the problem at hand to other, better known problems? | | | | | | | | | | | | |
| **Evidence / Analysis / Results** | **D1** | | **R1** | | **D2** | | **R2** | | **D3** | | **R3** | |
| Are the results correct? (Check the programs provided to see if the results do what they claim.) | | | | | | | | | | | | |
| Can the results be improved? | | | | | | | | | | | | |
| Can the results be shortened? | | | | | | | | | | | | |
| Are the claimed results as general as they could be? | | | | | | | | | | | | |
| Could more results be obtained with essentially the same methods? | | | | | | | | | | | | |
| Are the results presented as well as possible? | | | | | | | | | | | | |
| Are the diagrams, charts, etc. used effectively (e.g. not too much or too little information) in support of the argument? | | | | | | | | | | | | |
| Is there a conclusion? Is the conclusion justified by the preceding work in the paper? | | | | | | | | | | | | |
| Does the conclusion indicate what further work might be done by the author or by others? | | | | | | | | | | | | |
| **Structure / Development** | **D1** | | **R1** | | **D2** | | **R2** | | **D3** | | **R3** | |
| Does each paragraph have an identity or add something new to the paper? | | | | | | | | | | | | |
| Does the argument remain focused as the paper progresses from paragraph to paragraph? | | | | | | | | | | | | |
| Does the author contradict him- or herself as the paper progresses? | | | | | | | | | | | | |

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| Does the paper contain the necessary stitching—transitions between one topic or paragraph and the next? | | | | | | | | | | | | |
| **Style / Efficiency of Language** | **D1** | | **R1** | | **D2** | | **R2** | | **D3** | | **R3** | |
| Is the writing of the English language clear and readable? | | | | | | | | | | | | |
| Is the voice confident and controlled? | | | | | | | | | | | | |