Peer Assessment

Module for C2 Meeting

Irene Miró

Content and Language Integrated Learning

CLIL in Education

Erasmus + Project

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What is Peer Assessment?

- Method of assessing students work focused on ➜ STUDENTS

- Process:
  - Students assess the work of their peers providing feedback in relation to the quality of their work.
  - Encourage students to collaborate and swap ideas
  - Help students to develop critical skills

Student peer assessment is an approach to teaching and learning in which students assess the quality of their peers' performance and give feedback to one another. It has been defined as the "quantitative or qualitative evaluation of a learner's performance by another learner of the same status." (Patchan & Schunn, 2015, p. 592).

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Where can I use Peer Assessment?

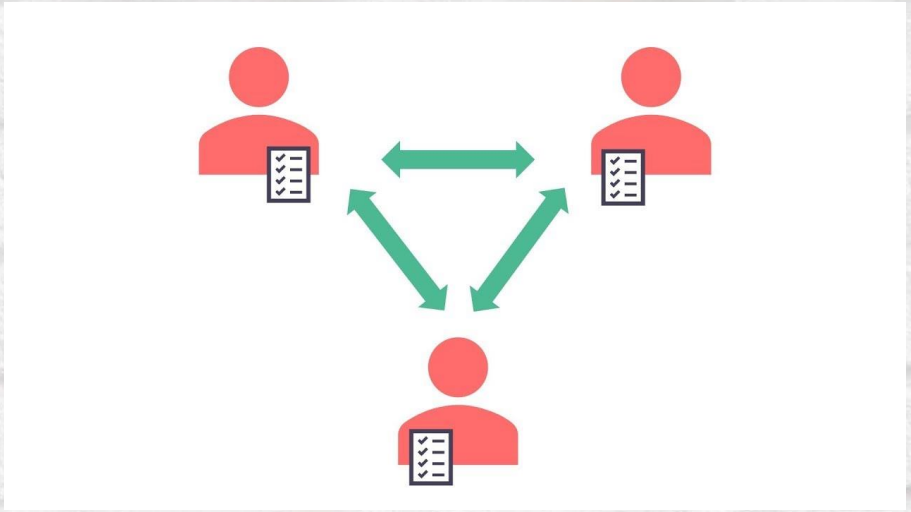
-Can be used in **ANY** context & activity

Examples:

- Posters
- Reports
- Oral presentations
- Essays

Instruments

Rubrics



Types of Peer Assessment (Toppin 1998)

- ***Individual*:** Work of a student is assessed by another student
- ***Group-Student:*** Work by an individual is assessed by a group
- ***Group-group*:** work by a group is assessed by another group
- ***Individual of a group- group:*** the contribution of an individual to a group activity is assessed by the other members of the same group

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Why to use Peer Assessment?

MOTIVATION	COMMUNICATION	LEARNING PROCESS	AUTONOMY
CRITICAL ABILITIES	COOPERATION	FEEDBACK	EXPECTATIONS

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Why to use Peer Assessment? Students' benefits

- Develop assessment skills and critical and evaluative capacities to give constructive feedback
- Encourage students' learning, communication exchange of ideas
- Boosts a better understanding of academic expectations and knowledge needed to meet these requirements
- Better identification of examples of what their peers did well and areas they may be able to improve
- Focused on the mistakes and learning process nor only on the mark/grade
- Cooperative atmosphere decreasing stress caused by exams
- Deepen the understanding and tighten their learning
- Improve of autonomy and gain independence: they are responsible for and manage their own learning.
- Better knowledge of how the marking process works and how their work is being assessed by teachers.

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Why to use Peer Assessment? Teachers' benefits

- Increase motivation and engagement of students
- Saving time of teachers' task: only need to grade one paper.
- Faster feedback to the students
- Deepen understanding of the subject and stronger understanding and more independence in the learning process

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How do I get started with PA: ***Key points before starting...***

- **DEFINE** clearly the reasons to implementing peer assessment and benefits: what do I hope to achieve
- **ALIGN** peer assessment to key learning goals
- **PROVIDE** training before conducting peer assessment
- **BE AWARE** of challenges arising:
    - Dysfunctional group
    - Students may not understand the process
    - Reluctant to make judgements
    - Time commitment
    - Peer pressure...
- **INTRODUCE** the technology/platform will be used in this process and how can they use effectively
- **SET** expectations and **CLARIFY** goals

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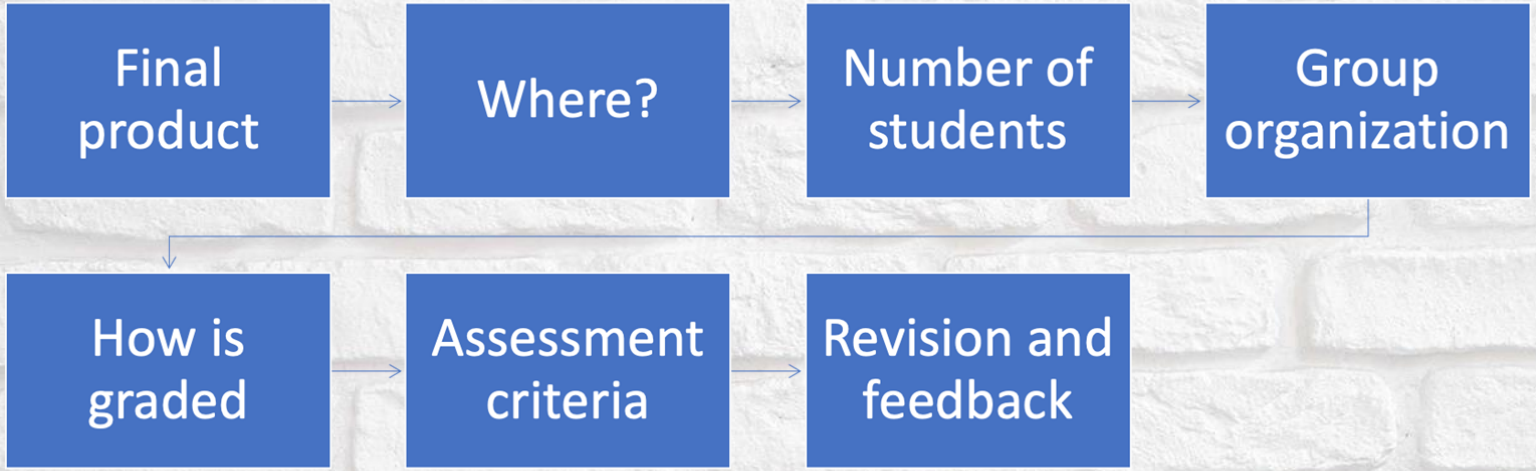
How do I get started with PA: Organizing the project



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How do I get started with PA: Organization of the project

- Product to be assessed (essay, multimedia, participation…)
- Where does the activity take place (online, at school, in person…) and allow adequate time and spacing fo the process
- How many peers will students give/receive feedback to and from.
- Group organization: randomly or prepared arrangement
- How is the assessment assignment graded?
- What assessment criteria will be given to the students? (rubrics, questions…)
- Will students have the opportunity to revise and resubmit their work after receiving peer feedback? (Allow opportunities to apply feedback”
    - Relevant:
    - Example:
    - Detailed:

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How do I get started with PA: Tools to be used

- Canvas Peer Review Assignment
- Canvas Peer Review Discussion
- peerScholar
- ComPAIR
- Turnitin
- Peerwise
- edX Edge Open Response Assessments
- Collaborative Learning Annotation System (CLAS)
- UBC Blogs
- iPeer

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How do I get started with PA: Examples I

PEER EDITING CHECKLIST

A. CONTENT	Yes	No
1. Main idea is clearly stated in the introduction		
2. Main idea is illustrated by several points		
3. Each point is supported by concrete examples		
4. Irrelevant, ambiguous, or unclear ideas or examples are included		
B. ORGANIZATION		
5. The essay has a title		
6. The essay contains an introduction, support, and conclusion		
7. Each point is covered in a separate paragraph		
8. Paragraphs are logically related and sequenced		

Peer Assessment Form
(Adapted from the Finnish Upper Secondary ELP)

1. The title of this sample of work:
.....
.....

2. This piece of work has the following strengths:
.....
.....
.....
.....
.....
.....

3. This piece of work shows about your language that you can .....
.....
.....
.....
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.....
.....

4. Suggestions about what to pay attention to in your language use:
.....
.....
.....
.....
.....
.....

5. Other observations:
.....
.....
.....
.....
.....
.....

6. Date and signature:
.....

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How do I get started with PA: Examples II

Peer Evaluation Form for Group Work

Your name _____

Write the name of each of your group members in a separate column. For each person, indicate the extent to which you agree with the statement on the left, using a scale of 1-4 (1=strongly disagree; 2=disagree; 3=agree; 4=strongly agree). Total the numbers in each column.

Evaluation Criteria	Group member:	Group member:	Group member:	Group member:
Attends group meetings regularly and arrives on time.				
Contributes meaningfully to group discussions.				
Completes group assignments on time.				
Prepares work in a quality manner.				
Demonstrates a cooperative and supportive attitude.				
Contributes significantly to the success of the project.				
TOTALS				

Student Peer Evaluation

Category For Evaluation	Possible Scores				
	1	2	3	4	5
Quality of Work: Consider the degree to which the student team member provides work that is accurate and complete.	Produces unacceptable work, fails to meet minimum group or project requirements.	Occasionally produces work that meets minimum group or project requirements.	Meets minimum group or project requirements.	Regularly produces work that meets minimum requirements and sometimes exceeds project or group requirements.	Produces work that consistently exceeds established group or project requirements.
Timeliness of Work: Consider the student team member's timeliness of work.	Fails to meet deadlines set by group.	Occasionally misses deadlines set by group.	Regularly meets deadlines set by group.	Consistently meets deadlines set by group and occasionally completes work ahead of schedule.	Consistently completes work ahead of schedule.
Task Support: Consider the amount of task support the student team member gives to other team members.	Gives no task support to other members.	Sometimes gives task support to other members.	Occasionally provides task support to other group members.	Consistently provides task support to other group members.	Consistently gives more task support than expected.
Interaction: Consider how the student team member relates and communicates to other team members.	Behavior is detrimental to group.	Behavior is inconsistent and occasionally distracts group meetings.	Regularly projects appropriate team behavior including: listening to others, and allowing his/her ideas to be criticized.	Consistently demonstrates appropriate team behavior.	Consistently demonstrates exemplary team behavior.
Attendance: Consider the student team member's attendance at the group meetings. (This includes in class meetings.)	Failed to attend the group meetings.	Attended 1%-32% of the group meetings.	Attended 33%-65% of the group meetings.	Attended 66%-99% of the group meetings.	Attended 100% of the group meetings.
Responsibility: Consider the ability of the student team member to carry out a chosen or assigned task, the degree to which the student can be relied upon to complete a task.	Is unwilling to carry out assigned tasks.	Sometimes carries out assigned tasks but never volunteers to do a task.	Carries out assigned tasks but never volunteers to do a task.	Consistently carries out assigned tasks and occasionally volunteers for other tasks.	Consistently carries out assigned tasks and always volunteers for other tasks.
Involvement: Consider the extent to which the student team member participates in the exchange of information (does outside research, brings outside knowledge to group).	Fails to participate in group discussions and fails to share relevant material.	Sometimes participates in group discussions and rarely contributes relevant material for the project.	Takes part in group discussions and shares relevant information.	Regularly participates in group discussion and sometimes exceeds expectations.	Consistently exceeds group expectations for participation and consistently contributes relevant material to project.
Leadership: Consider how the team member engages in leadership activities.	Does not display leadership skills.	Displays minimal leadership skills in team.	Occasionally assumes leadership role.	Regularly displays good leadership skills.	Consistently demonstrates exemplary leadership skills.
Overall Performance Rating: Consider the overall performance of the student team member while in the group.	Performance significantly fails to meet group requirements.	Performance fails to meet some group requirements.	Performance meets all group requirements.	Performance meets all group requirements consistently and sometimes exceeds requirements.	Performance consistently exceeds all group requirements.

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