

Peer and Self- Assessment Handout



Introduction

Assessment for learning can be distinguished from other forms of assessment; its priority is enhancing rather than measuring learning. The main tools of assessment for learning are:

1. Sharing learning objectives with students
2. Helping students to know and recognise the standards they are aiming for
3. Questioning
4. The formative use of summative tests
- 5. Involving pupils in peer and self-assessment**
6. Providing feedback
7. Promoting confidence that every students can improve
8. Involving both teacher and students in reviewing and reflecting on assessment information

This document will provides a range of ideas and examples of peer and self-assessment that can be simply introduced into any classroom with the minimum amount of extra work.

Peer and self-assessment are key components in securing the **independent learning skills** that our students need to be successful at GCSE, A level and beyond. The challenge is to embed the necessary skills and competencies at the earliest possible stage and then to return to them as frequently as possible.

What were the benefits of independent learning for students?

Improved academic performance

Increased motivation and confidence

Greater student awareness of their limitations and their ability to manage them

Enabling teachers to provide differentiated tasks for students

Peer and Self-assessment

How often do the following statements apply to your practice? Can you give an example?

Tactic/device	Benefits/gains	Example/context	RAG Rating
Planning which pieces of work will be peer/self-assessed when planning schemes of work/long term plans.	Marking only pieces of work that will give you information and allow you to effectively feedback		
Creating a rota for peer and self-assessment tasks	Provides a specific focus on the key knowledge or process which need to improve		
Devising opportunities for students to give verbal feedback to one another during lesson time	Engage students in dialogue about their work and promotes self-evaluation		
Refuse sub-standard work	Powerful implications and helps students to establish internal standards		
DIRT – ‘Dedicated Improvement and Reflection Time’	Giving students a significant amount of time to reflect and respond to feedback- makes the time we spend marking meaningful		

Tactic/device	Benefits/gains	Example/context	RAG Rating
Use the method of Self/peer assessment then teacher assessment	Common errors removed. Maintains the rigour of assessment, prevents misconceptions developing regarding progress/attainment		
Invest time in training students in high quality peer assessment	Teacher can then agree/disagree with/ add marking feedback from peer		
Share assessment criteria in student friendly language	Students are able to engage with the success criteria in a meaningful way		

What does the research say?

Research from Hattie, Dylan Williams and the Sutton Trust has demonstrated that feedback is the factor that most impacts upon students' learning and progress.

However, feedback can only have an impact if students engage with it – they need to be able to act upon the feedback in order for it to further their learning.

In order for students to engage with written feedback, feedback should fulfil the following conditions:

- 1) **Actionable feedback** – Feedback should explicitly specify what needs to be improved and give guidance on how to do so. A clear action needs to be specified, for example, re-write your first paragraph using an example of how belief in God affects Christians.
- 2) **Student friendly** – students must be able to understand the feedback and be clear about what they have to do. It must be concrete, obvious, and not over-whelming (one focused target for improvement).
- 3) **Timely** – feedback needs to be given as soon after the task has been completed as is possible. Students will struggle to engage with feedback that is given two weeks after a task.
- 4) **On-going** – sufficient time should routinely be made available for students to work on their improvement points. This could be achieved by regularly devoting part of the lesson to MAD (make a difference) time during which students focus on acting on their feedback. This will encourage students to see the value of feedback – that it does improve progress.
- 5) **Task involving** – feedback needs to focus on the task, rather than the individual student. For example, saying what is good about a piece of work rather than 'you did the best piece of work in the class.' If feedback does not focus on the task it does not cause thinking and thereby does not lead to progress.
- 6) **Value-neutral** – Praise is an important part of behaviour for learning and should be present in marking in order to boost students' confidence. But, according to Dylan Williams, feedback itself should not involve praise or blame. Ego involving feedback that focuses upon the individual rather than the task has no impact upon progress and can negatively affect students' engagement as it leads to an emotional reaction and does not cause thinking. Feedback needs to be value-neutral and actionable

Involving pupils in peer and self-assessment

If students are going to complete a piece of work successfully it is essential that they are aware of both of the aims of their work and what it means to complete it successfully. Students should be encouraged to keep in mind the aims of their work and to assess their own progress to meet these objectives as they proceed.



Create a peer/self assessment rota. One of the more simple but demanding solutions is to plan peer and self-assessment more effectively. Aim to allocate a time and a method on a rota basis. Like many good things, the mantra should be 'little and often'.



Students can only assess themselves when they have a clear picture of what they are supposed to achieve. Students will need training in how to mark their own and others' work.



Refuse sub-standard work. This is a seemingly simple strategy, but it is powerful in its implications and ultimate impact. Students need to have internal standards for themselves and their work that is higher than they thought possible. Establishing this sense of pride takes time and effort, but the consequences can transform the quality of the written work your students hand in over the course of the year and beyond.



Students mark their own work before they hand it in. This helps them to engage with the success criteria and supports self-improvement.



Students swap work, mark each others and then collaborate to produce an improved answer. This helps to create a collaborative environment and helps students draw confidence from shared ideas.



Students have to explain to one another how they arrived at a particular conclusion or answer. This encourages students to communicate ideas in a range of ways before they complete the final written response.



In groups put a set of answers in order. Justify their decision and then improve upon their own work or produce a group answer. This provides a range of models and provides important scaffolding.

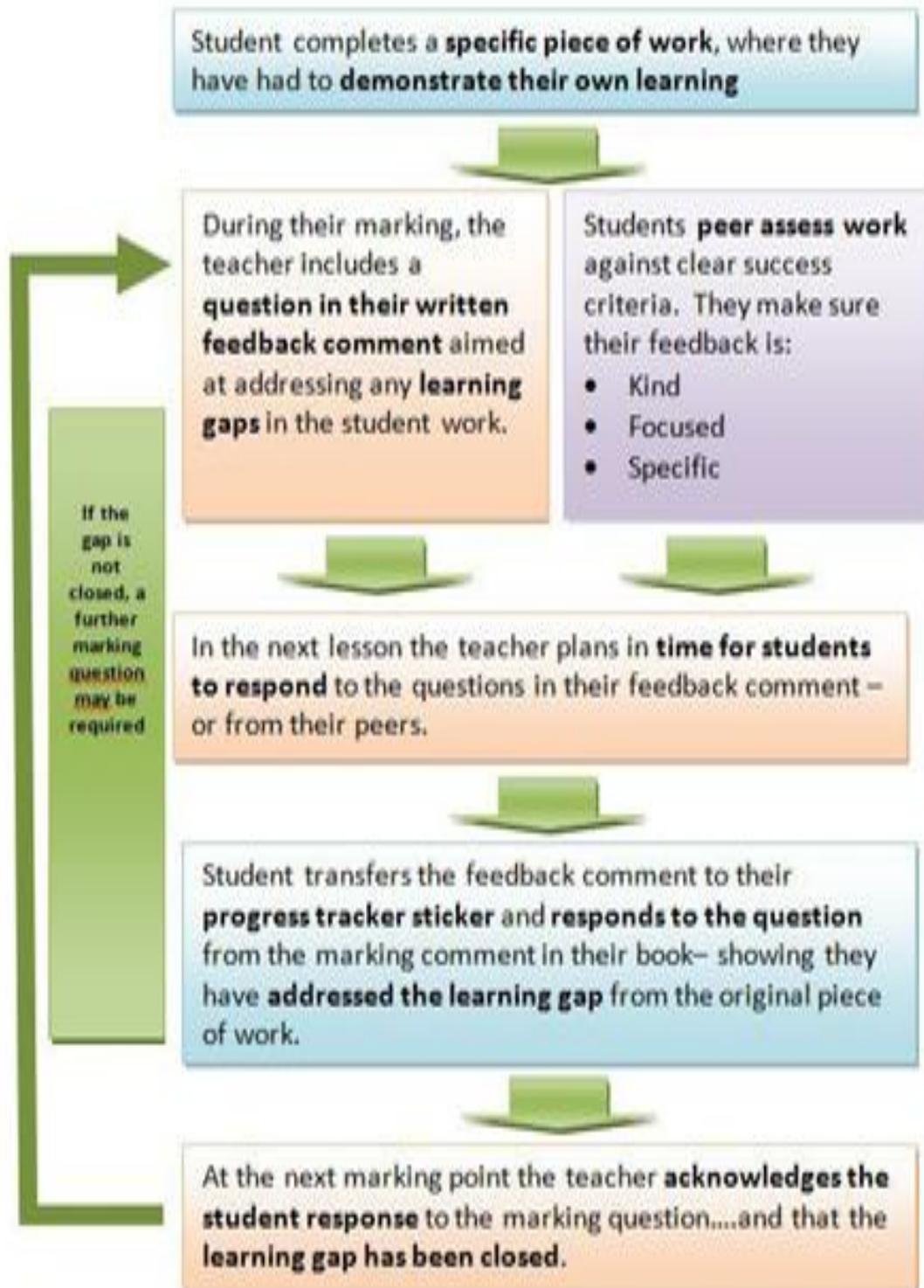


Students devise a piece of work, decide what makes a good piece of work, then do their own piece of work. This is the complete circle. Students design the assessment piece and decide and agree the success criteria. They then produce a draft piece of work, have this peer assessed, then create the final piece for submission



DIRT time. ‘Dedicated Improvement and Reflection Time’ This was devised by Jackie Beere. We spend hours marking, but if we do not give students an equally significant amount of time to reflect and respond to such feedback then the impact is not maximised.

Closing the gap using peer and self-assessment



Peer and self-assessment sheets

Group Members:		Group Target Level:
Group Feedback		
Two Stars **	**	A wish 🗨️
You have used good geographical vocabulary (key words).	You have clearly demonstrated how and why the hazard happens.	Refer to specific locations or events.
You have included specific locations/events.	You made good use of facts and statistics.	You need to include a map to show where the hazard can/has happened.
You have identified the cause and effects of the hazard.	You included a clear diagram or model showing the hazard.	You must describe as well as identify.
You have described the cause and effects of the hazard.	Your explanation of how the hazard forms includes good detail.	You must include more detail.
You have explained the cause and effects of the hazard.	You have included the impacts on and/or response of a rich and poor country.	You must explain as well as describe.
You have described and explained the social, economic and environmental impacts of the hazard.	You have discussed how to predict and/or prepare the hazard.	Your diagram/model needed to include more detail to show your understanding.
You have considered how wealth influences the impacts and response to the hazard.	You have assessed the importance of wealth and development on the impacts and response.	You could have discussed how rich and poor countries prepare and respond to the hazard differently.
Level Given Overall		Merits Awarded Per Person
General comments		
Areas for Improvement		

Unit 7A: Cells

What do I know about 'Cells'?

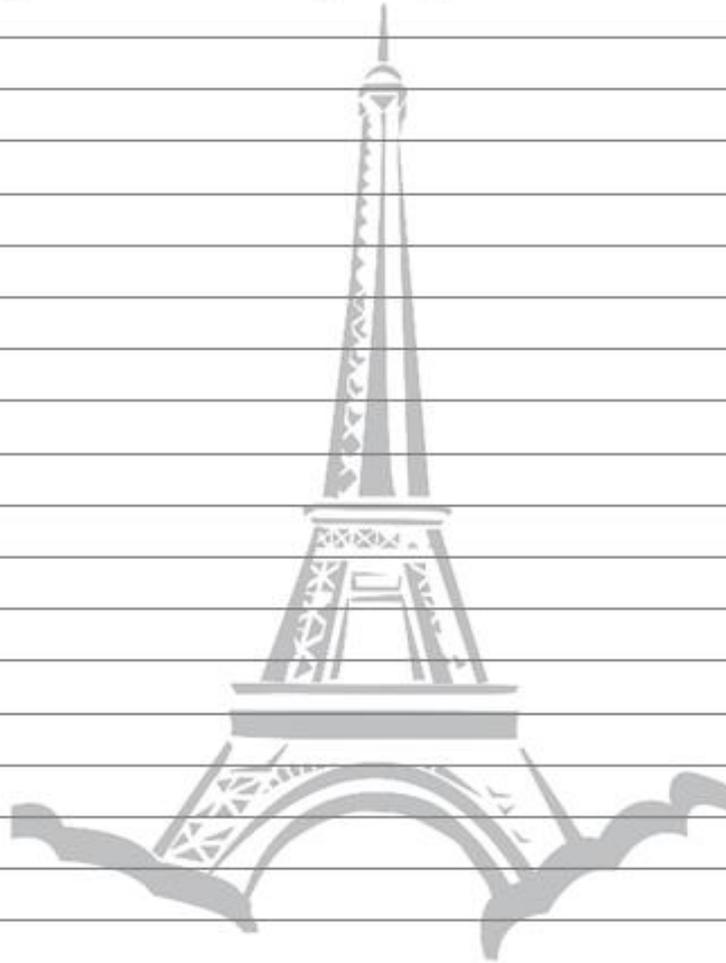
Directions: Read each of the following objects for this unit and tick the box the best applies to your ability for each objective.

Level and Objective for the Unit	I already know this	I know little about this	I do not know about this
Level 3			
Know that all organisms are made from cells			
Name some parts of a cell			
Level 4			
Identify and name features of a cell			
Describe some differences between animal and plant cells			
Decide whether a cell is an animal or plant cell just by looking at its organelles			
Level 5			
Identify and name all features of a cell and describe the functions of the parts of the cell			
Describe four differences between animal and plant cells			
Describe how new cells are formed			
Explain how growth occurs (mentioning how cells divide and expand)			
Describe how cells are grouped to form tissues			
Level 6			
Explain why viruses are not cells			
Name some specialised cells			
Describe how each of the cells are specialised to carry out particular jobs			

Target Level	Exam Level	What do I need to revise?
		<ul style="list-style-type: none"> • • • • • •

DIRECTED IMPROVEMENT AND REFLECTION TIME

Date of Original Work --/--/--



MY AREA OF FOCUS

- SPELLING, PUNCTUATION AND GRAMMAR
- LEVELLING UP
- IMPROVING MY ANSWER

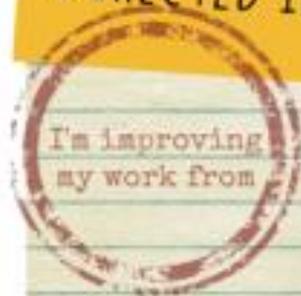
TEACHER FEEDBACK

ACHIEVED

NOT QUITE THERE

LEVEL ACHIEVED:

DIRECTED IMPROVEMENT AND REFLECTION TIME



— / — / — — —

MY AREA OF FOCUS WAS SPAG / IMPROVING MY ANSWER / LEVELLING UP



IGCSE PEER MARKING

EXAM LINK: 'A' PAPER QUESTION D)

	MARKS
✓ Have they given the first factor from the source. (As the source suggests...) ✓ Have they fully described it?	/3
✓ Have they produced a linking word ✓ Have they made a link with the second factor mentioned in the source?	/2
✓ Have they given a second factor? (The source also states that...) ✓ Have they fully described it?	/3
✓ Have they summed up the two reasons stressing the links between them? CONCLUSION	/2
Target:	
MARKER: _____	TOTAL /10

iGCSE History Feedback Sheets

Question C

What were the causes of the Cuban Missile Crisis? (8)

Have you mentioned?	Yes/No
Crisis over Berlin	
The Arms race	
1959 Revolution in Cuba and Castro declaring Cuba as communist	
Bay of Pigs invasion	
Missile Bases	

Level	Description	Yes/No
1	Simple statement(s) (1-2 marks) 1 mark per simple statement up to a maximum of 2.	
2	Developed statement(s) (3-5 marks) 3 marks for one, 4/5marks for two or more	
3	Developed Explanation 6-7 marks for two or more explained factors 8 marks for answers which show links between factors (6-8Marks)	

WWW	EBI

