



5. SELF AND PEER ASSESSMENT

Purpose: **Involve learners more in self and peer assessment.**

When students are involved in reflecting and responding to and about learning – they are using powerful tools for learning growth. Effective feedback between learners also gives specific information to the learner. Getting students started with self-assessment is not always an easy task – until students have a clear understanding of learning tasks, processes, and the end-point of their learning.

Giving students the self-assessment tools to work successfully on their own, and the peer-assessment tools to work successfully with peers, is paramount – since this work is not intuitive to students. Scaffolding learning of self- and peer-assessment in a supportive, collaborative environment enables learners to become thoughtful about all aspects of their learning.

“Self-assessment can be useful in any subject. If students produce it, they can assess it; and if they assess it, they can improve it.” Andrade

Primary:

1. Teach students what’s important when they work with a partner...
2. One thing I saw met the criteria, one thing I still wonder is... - learners give each other feedback about a specific project

Intermediate:

1. Highlight and Hand In – learners self-assess their work with highlighters using criteria as their guide
2. Comment and a Question – learners work together to look at each other’s work – providing simple feedback based on criteria and discuss together

Secondary:

1. Students compare their work in regards to the criteria.
2. Students highlight areas in which they feel they met criteria and discuss this with a peer.

What are some other strategies that might work for self and peer assessment?

Sources: Black & Wiliam, 2005; Cameron et al, 2004