Perfecting Peer review

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Why Peer Assess?

The opportunity for learners to take control of their learning.

- Exposes students to their peers' work.

- Develops students' evaluative skills.

- Encourages formative feedback.

- Decreases marking load for instructors.

- Increases understanding of mark rubrics.

What do we Need to Create a Perfect Peer Review Environment?

- Safe Encouraging Environment.
- Controlled Collaboration and Dialogue.
- Clear Goals and Expectations.
- Scaffold and Support.
- Provide Incentives and Recognition.
- Foster Autonomy.

Activity.

By assessing or evaluating each other's work, students take up the role of appraisers and, over time, acquire the skills they need to make judgements on their own work (Sadler, 2010).

Encouraging Collaboration and Dialogue

Peer review is not only about giving and receiving feedback, but also about **engaging in collaboration and dialogue with peers**. You can encourage collaboration and dialogue by creating a positive and supportive peer review culture in your classroom, where students value each other's perspectives and contributions.

Encouraging Collaboration and Dialogue

You can use different formats and platforms for peer review, such as face-to-face, online, synchronous, or asynchronous, to suit your students' preferences and needs. You can also involve students in **co-creating the peer review criteria and process**, and in reflecting on their peer review experiences.

Activity.

Peer assessment allows students to recognise areas of their strength and weakness as team members (Lerchenfeldt et. al., 2019).

What Might Pupils Think?

A pupil's perspective on peer assessment... **building trust and confidence**

I need to know that my work will be respected.

I don't like getting negative comments about my work.

I need to know that this will actually help me improve.

I am worried that people might take my comments the wrong way.

What if others disagree with my points?

I'm worried others might think I'm being too critical.

What if the others don't take my suggestions seriously?

I'm not as good at this subject as some of the other pupils. Why should they listen to me?

Set Clear Goals and Expectations

- Teach students different peer review techniques such as reading aloud, annotating, or using rubrics to evaluate assignments.

- Encourage peer reviewers to highlight specific passages or sections that they found particularly effective or in need of improvement.

Carol Dweck:

Fixed mindset	Growth mindset
Intelligence is fixed "I must look so clever!"	Intelligence is expandable "I want to learn more."
Emphasis is on ability and competition	Emphasis is on achievement and growth
Avoids challenges	Embraces challenges
Learning is finite "I can..."	Learning is a continuum "I am learning to..."
Likely to plateau early and achieve less than full potential	Reaches ever higher levels of achievement

Peer Assessment in Practice: Getting Going

Teacher	Pupils
- The teacher is beginning to plan for peer and self assessment. - Learning objectives and outcomes are made explicit and transparent so that pupils can identify how well they have met the success criteria. - The teacher is gaining confidence in providing peer assessment opportunities.	Some pupils are beginning to assess their own work and that of their peers against the learning objectives and learning outcomes. Some pupils are gaining confidence in paired and group discussion and are beginning to provide constructive feedback.

Peer Assessment in Practice: Getting Better

Teacher	Pupils
- The teacher effectively plans for peer and self assessment opportunities. - The teacher provides success criteria which describe progression in aspects of the subject against which pupils assess and improve their own work. - The teacher selects from a range of peer and self assessment strategies and uses them with confidence. - Time is provided for pupils to reflect independent or collaboratively on what they have learned and how they have learned. - The teacher trains pupils to work effectively in group discussions and models how to give constructive and informative feedback.	- Pupils can use success criteria to assess and improve their own and their peers' work. They recognise the standards they are aiming for in the subject. - Pupils are increasingly confident in assessing their own work and provide informative and constructive feedback to others.

Peer Assessment in Practice: Getting Ahead

Teacher	Pupils
- The teacher works with pupils to identify success criteria related to progress in the key concepts and skills for the subject. - The teacher orchestrates and maintains pupil dialogue with timely intervention to accelerate understanding and develop independent learning. - The teacher continues to explore with pupils how they learn most effectively and how they can apply this. - Planning enables success criteria for cross-curricular initiatives to be identified and used for peer and self assessment.	- Pupils can independently identify how to move their learning forward. - Pupils readily relate success criteria to progression in the subject. - Pupils can engage in extended and focused dialogue about their learning. - Pupils apply an understanding of how they learn to make better progress in different contexts.

Peer Assessment: Example

Performing Arts
Peer Observation & Feedback

Who did you watch?	Tegan Ives
In which class/rehearsal?	Grace's Jazz Class

| Physical/technical skills, correct alignment, flexion extension, rotation whole body participation / isolation, transference of weight, locomotion elevation, balance. | Whilst watching Tegan in today's class it was obvious that she'd been going over her exercises in her spare time. Tegan's isolations were really strong and were done really well. She managed to only move body parts that were meant to be moved. Throughout most of the exercises, Tegan's arm placement was quite nice and strong. Whilst watching Tegan, it was clear that she was confident in what was coming next in each exercise so now I think she could pay more attention to making sure her body placement is correct in the exercises, for example, she should make sure that her back is straight during the burpee section in *Run Boy Run* in order for the exercise to be as beneficial as possible. I understand that this exercise is difficult but I think now that Tegan is confident with the order of the exercises she can push herself more by correcting body placements. When performing the choreography I think Tegan looked really good and had a good understanding of the routine. Having said this however, I did sense a little hesitation at times but I'm sure Tegan will go over the routine in her own time and ask questions if needed as I know she's done this before like the time all of group B were on a call recapping the choreography. I feel Tegan's dance technique has been applied well and her turns have developed really nicely. On many occasions Tegan has claimed to not be a strong dancer, however I beg to differ! |

Peer Assessment: Example

Giving Feedback

To help you give feedback to each other- please read the notes below....

In discussion with your partner comment on the areas of the performance work that they have successfully achieved. Remember that this is not an opportunity for you to have a go at them for not getting something right. It is a supportive commentary.

Evaluate their strengths and weaknesses, discuss any areas for improvement and talk about strategies they can use to develop their work. In discussion you will need to set 3 **S.M.A.R.T** targets for your partner to work towards.

SMART TARGETS FOR NEXT CLASS OR REHEARSAL	HOW THEY WILL ACHIEVE THIS?	HOW WILL THEY KNOW THEY HAVE ACHIEVED IT?
1. Correct any body displacements.	During our assessment session last week I filmed Tegan's exercises and dances. If Tegan looks over the video she'll understand what I mean.	I feel that Tegan will know when she's achieved this because she will feel more of a struggle when doing the exercises (burpee section especially)
2. Perform the choreography.	The more confident Tegan gets the more the performance will come to her naturally.	I feel that the more Tegan goes over choreography the more muscle memory she'll get. Once the choreography is muscle memory, the performance will be able to be the main priority.
3. Be more confident with the choreography.	Tegan has a good understanding of the choreography but she just needs to know that she knows it. Again, I filmed Tegan dancing and so she could look over this and see for herself how well she dances.	The dance will come easier to her and she'll be able to add her own jazzy style to the choreography.

Reluctant Learners

Scaffold and Support

Peer review is not a one-time activity, but a continuous process that requires scaffolding and support. It is important that learners have the tools to peer review successfully.

Peer Review Template Examples

Grade	Description	R	A	G
Beginning	Have they identified some reasons for …………………………. Have they written in full sentences?			
Developing	Have they begun to use evidence to support their description? Is their writing clear to understand?			
Securing	Have they explained in detail about ………………………… Have they begun to reach a conclusion about which was the most important factor? Is their writing very clear and easy to understand, using paragraphs?			

Peer Review Template Examples

Lower order questioning				Higher order questioning	
Knowledge	**Comprehension**	**Application**	**Analysis**	**Synthesis**	**Evaluation**
Can you recall...?	Can you explain what is meant by...?	How would you use...?	How is __ related to...?	What changes would you make...?	What is your opinion of...?
Can you select...?	How would you compare...?	What examples can you find to...?	Why do you think...?	Can you invent...?	How would you evaluate...?
How would you describe...?	How would you summarise...?	How would you show your understanding of...?	What motive is there...?	How would you change the...?	How would you determine...?
What is...?	What can you say about...?	How would you apply what you have learned to develop...?	What inference can you make...?	Can you propose an alternative...?	What judgement would you make about...?
Which one...?			How would you classify...?		
Who were the main...?	Which statements support...?	What would result if...?	What evidence can you find...?	Can you elaborate on the reason...?	What information would you use to support the view...?
Why did...?			What is the theme...?	Can you predict...?	
How would you show...?	What facts show..?	What facts...?	What is the function...?	Can you construct...?	
Where is...?					

Foster Autonomy and Agency

Peer review can be more empowering and meaningful for students if they have some **autonomy and agency over their own learning**. You can foster autonomy and agency by giving students some choice and flexibility in peer review, such as **who they work with, what they work on, how they give and receive feedback, and how they use the feedback to improve their work**. You can also encourage students to set their own goals and criteria for peer review, and to monitor and evaluate their own progress and outcomes.

Prompts

Peer reviews can be flexible and available for any curriculum task. The prompts that are used can be modified for the level and tasks the learners are undertaking.

Different Prompts

Peer assessment documents need to be as flexible as the assessment objectives themselves.

1. Clarity of Ideas: Did the content clearly explain the key points, or were there areas that needed more detail or simplification?

2. Structure and Organisation: Was the presentation or work well-organised, with a logical flow from one point to the next? If not, what changes would improve the structure?

3. Introduction Quality: Did the introduction grab your attention and set the stage for what was to follow? What would make it more engaging?

4. Use of Evidence: Did the content use relevant evidence, data, or examples to support the main points? Were the sources credible?

5. Transitions: Were transitions between sections or topics smooth and easy to follow? If not, which transitions need improvement?

Providing Incentives and Recognition

Peer review can be more motivating and engaging for students if they see that their efforts are recognised and rewarded. You can provide incentives and recognition for peer review by incorporating peer review into your assessment and grading system.
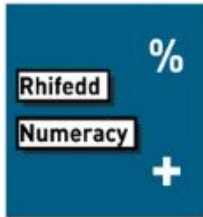
Providing Incentives and Recognition

You can also use gamification elements, such as badges, points, or levels to make peer review more fun and challenging. You can also showcase and celebrate the best examples of peer feedback and peer work in your classroom or online. Recognition can come in many forms.

Digital Incentives

Recording Impact

Could be tied into digital badges or College incentives.

Critical Thinking and Problem Solving	Analytical Thinker	115
Critical Thinking and Problem Solving	Decision Maker	206
Critical Thinking and Problem Solving	Evaluator	270
Critical Thinking and Problem Solving	Making a Recommendation	412
Critical Thinking and Problem Solving	Problem Solver	165
Critical Thinking and Problem Solving	Reflector	286
Critical Thinking and Problem Solving	Sharing Ideas	841
Critical Thinking and Problem Solving	Solution Focussed	485

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