Junior Certificate School Programme

Peer & Self Assessment

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PDST
Professional Development Service for Teachers | An tSeirbhís um Fhorbairt Ghairmiúil do Mhúinteoirí

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Ground Rules for peer and self-assessment

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- Success criteria
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**Ground rules for peer assessment**

Here are some suggested ground rules for students when engaging with peer assessment:

- Be open to others' ideas
- Take turns
- Look at the speaker
- Help each other
- No put downs
- Criticise ideas, not people
- Use quiet voices / inside voices / team voices
- Always make eye contact with others when you are speaking
- Always look at the person speaking and listen
- Include everyone and encourage everyone's participation in the class
- Individual responsibility - make sure you learn something interesting and useful today
- Team responsibility - make sure your team learn something interesting and useful today
- Every group member is responsible for completing the task
- Every group member is responsible for making sure all the group members know and understand the gymnastics.
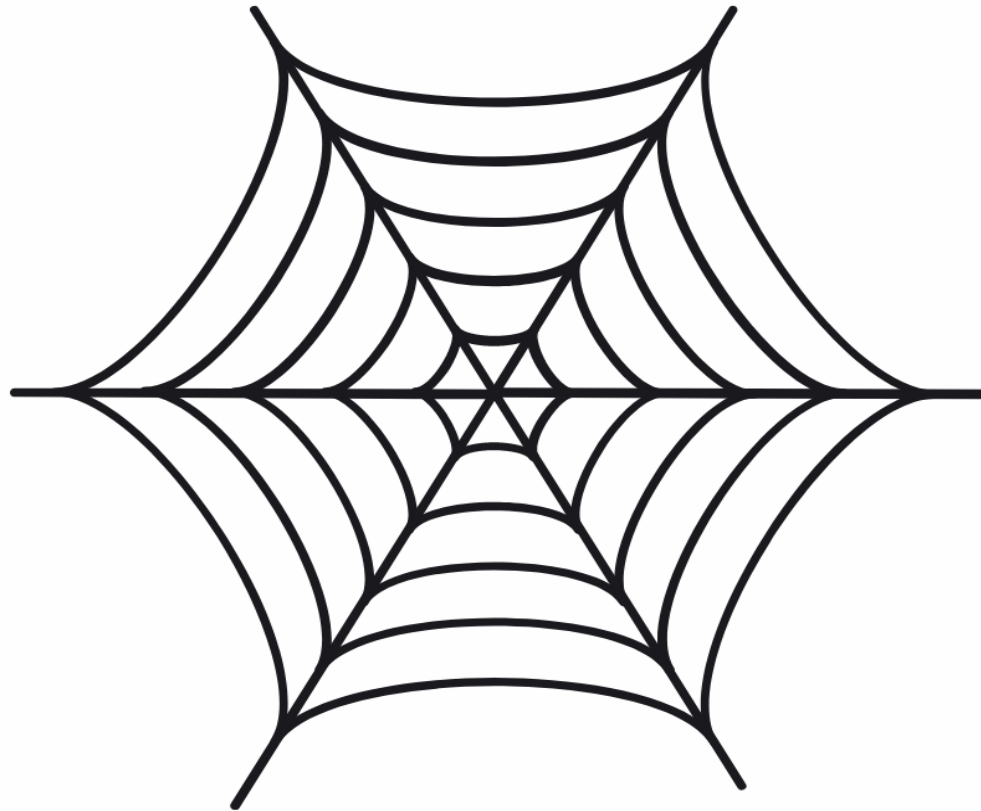
(NCCA, 2015)

Agreed class ground rules for peer assessment

What ground rules do you as a class agree on for peer assessment?
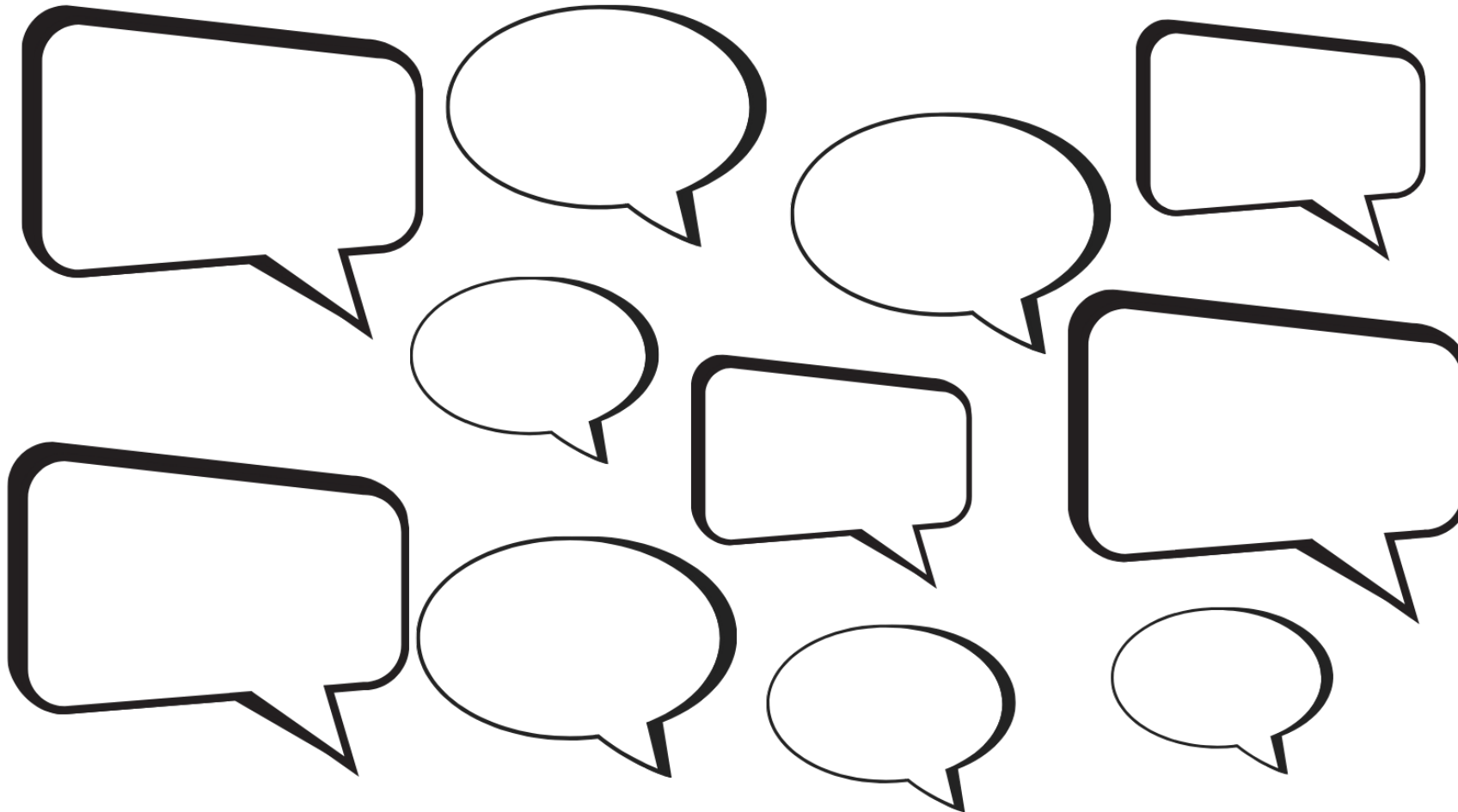
The Spider Tool

Assess the strengths of each part of your work. Transfer the results to the spider web diagram. Is there a pattern? What area do you most need to focus on?

ABC Assessment

With your partner agree together your ABC Assessment

Assessment	
A: Agree with (highlight areas of agreement)	
C: Challenge (suggestions for additions to the work?)	
B: Build on (suggestions of how it(the work) can be strengthened)	

Positives, Improvements, Interesting

Identify **positives**, areas to **improve on** and parts of your work which you and your partner found **interesting.**

Positives, Improvements, Interesting	
➕	
▬	
😲	

Diamond 9

Taking your success criteria (what success looks like - developed by you and/or your teacher), identify which of the criteria you are most successful at. Insert your most successful success criteria into the top of the diamond. Continue downwards until the criteria that needs most improvement is at the bottom of the diamond. Discuss how you can make improvements with your partner.
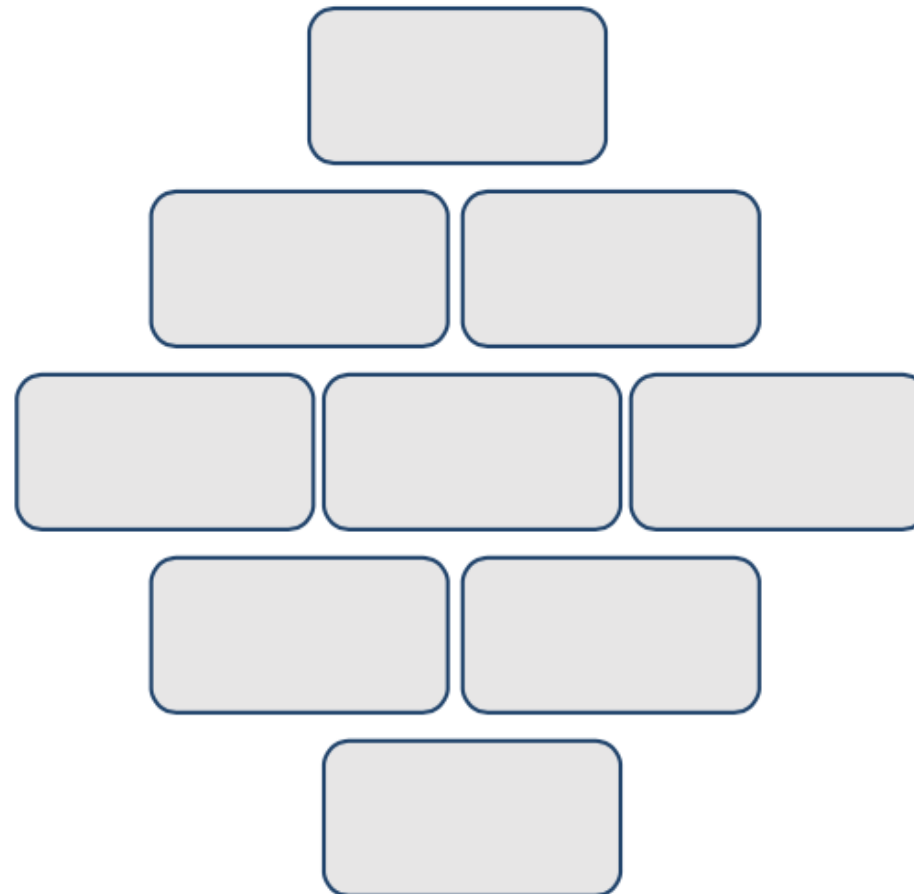
Pre-Flight Checklist

This must be completed by your partner before your teacher provides feedback on your work. Try and apply any feedback from your partner first!

Success Criteria	My assessment	Peer assessment	Teacher assessment

Peer Observation

Peer observation is when a student observes another student in order to develop their practice.

What's being observed	
Partners name	
What I want my partner to comment on	
Peer's comments	
Reflections after reading peer's comments and/or talking through the observation	
What will I do next	

Evaluating my Success Criteria

Insert your success criteria in the column on the left. Discuss with your partner to determine if your work does not/almost/meets expectations.

Success Criteria	Does not meet expectations	Almost meets expectations	Meets expectations

Success Criteria

Write your success criteria into the centre column. After evaluating your work, write any concerns you may have on the left and any evidence where you have exceeded the standards of the success criteria on the right.

⚠️ Concern *Area that needs work*	👌 Success criteria *Insert your success criteria below*	✔️ Advanced *Evidence of exceeding standards*

Emoji Self-Assessment

Insert the task below which you have completed. Then tick which description applies to you.

Task	I understand the task and can complete it confidently.	I do not completely understand the task or cannot complete it confidently.	I do not understand the task or cannot complete the task.

Think-Pair-Share

Think or write about your task. Share or listen. Then switch roles. When one person talks, the other person listens. Be ready to share both of your ideas.

One reason why I feel this way is ___	I also think that...	He/she said that _____
I think that _____ because	My idea is different to yours...	_____ pointed out that ___
	Will you explain that again?	We agreed that _____, because ____
	My idea is similar to yours ..	_____ raised a good point.

Questions or Prompts	What I thought	What my partner thought	What we will share

Use the following statements to help you provide feedback in class.

Peer Conversation Stems	
Admiration	**Question**
'I like what ……. said because…'	'Could you explain a bit more please?'
'That's a great point, because …'	'Could you show me?'
'When you said …. I understood…'	'One question I have is…'
'This is interesting because …'	'What do you think?'
'That's a great point …'	'I still have questions about…'
'I agree with … because …'	'This makes me think'
	'I notice that…'
Inspiration	**Going Further**
'What if…'	'Can you tell me more about…'
'This makes me think..'	'Could you please elaborate more on..'
'I wonder..'	'Tell me more'
'I would like to add on'	'Could you give me an example?'
'Who else could we ask about..'	'How do you know?'
'To add on to that…'	'If you did know the answer, what would it be?'

Clarification	Class Creation
'So far we have said...' 'I think the author is saying...' 'So you are saying...' 'Could we agree that..'	Can you add any conversation stems?

Communication: What are next steps....

(Adapted from www.thecorecollaborative.com)

EXiT

Name: _____

Date: _____

I want to find out more about

I am not sure about

What I like most about the lesson was...

Name: _____ **Date:** _____

EXIT

I liked...

I was puzzled that...

I think it would be dearer if...

EXIT ONLY

Name: _____

Date: _____

I want to find out more about...

I was puzzled that...

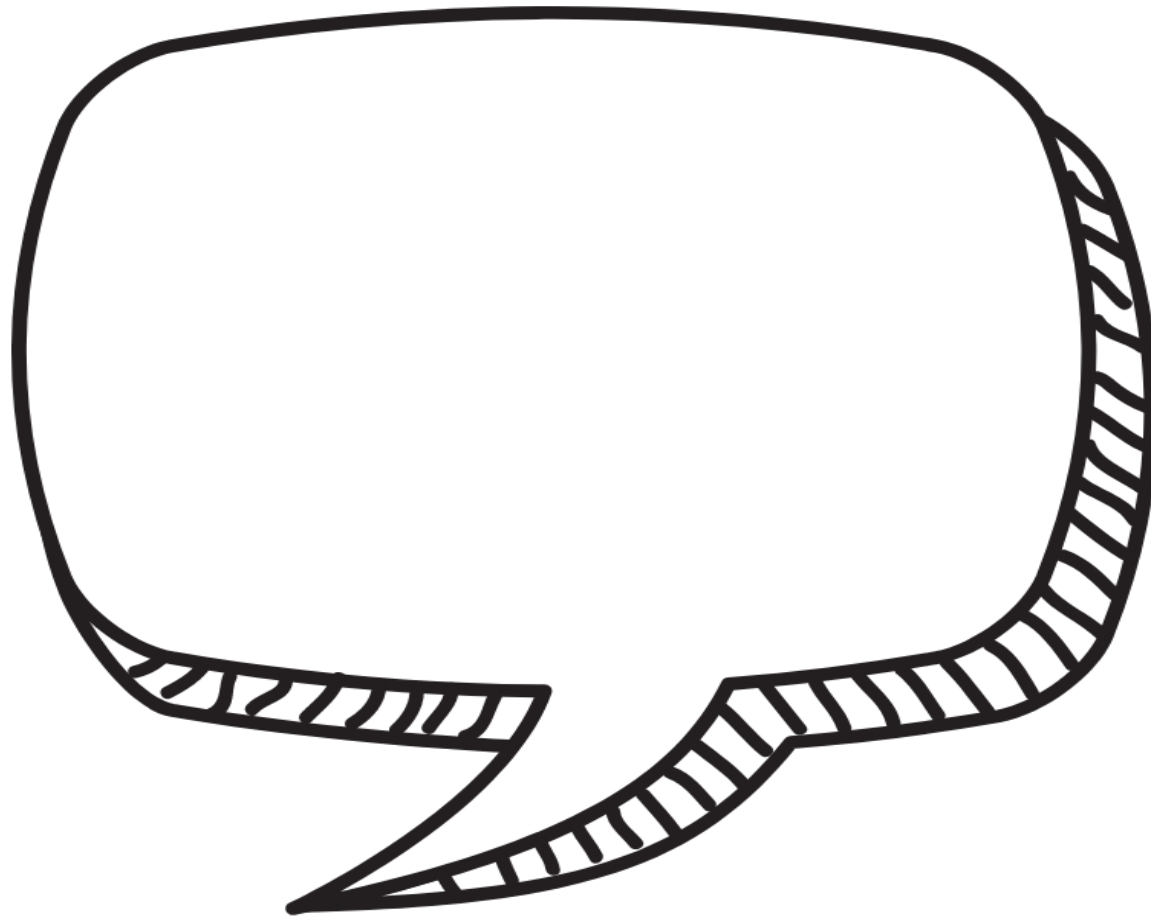**What I like most about the lesson was...**

Questions for reflecting on your learning

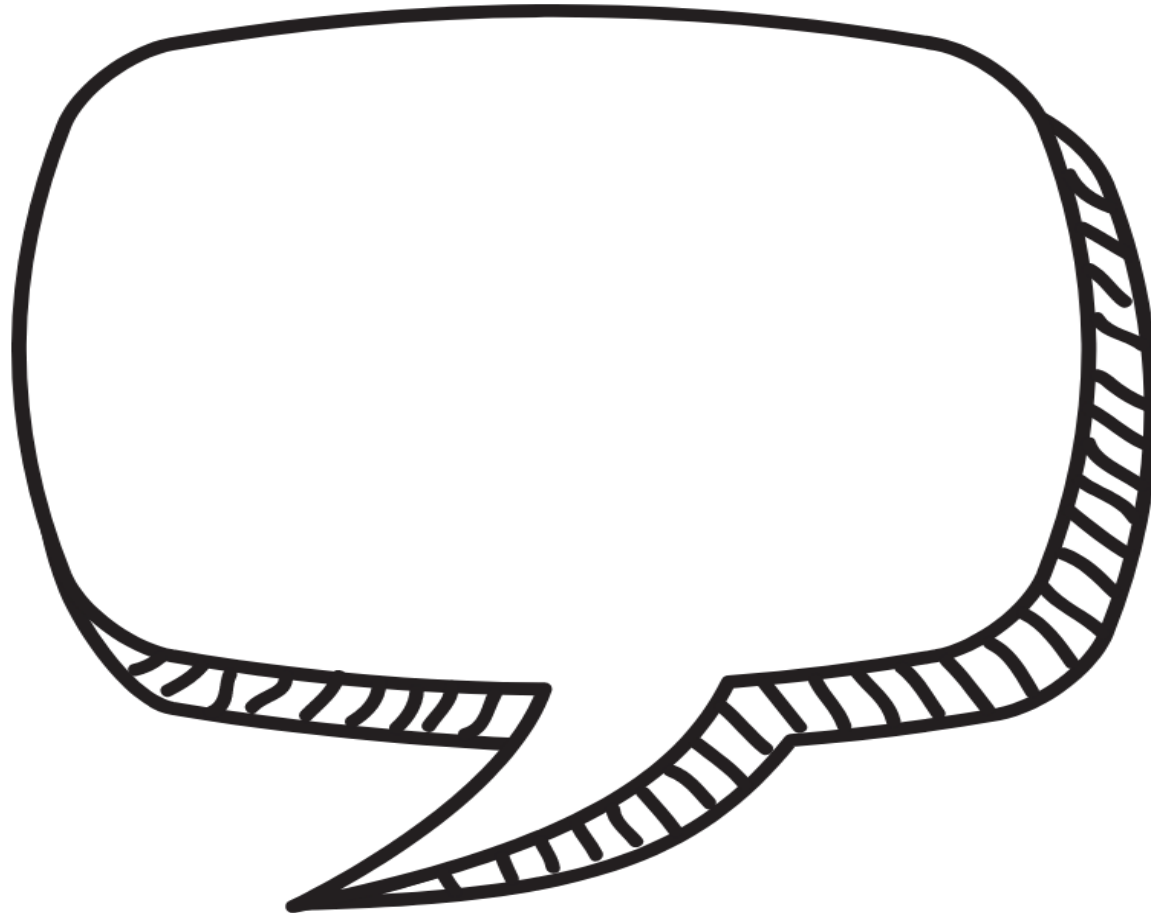At what moment in class this week did you feel most engaged in what was happening?
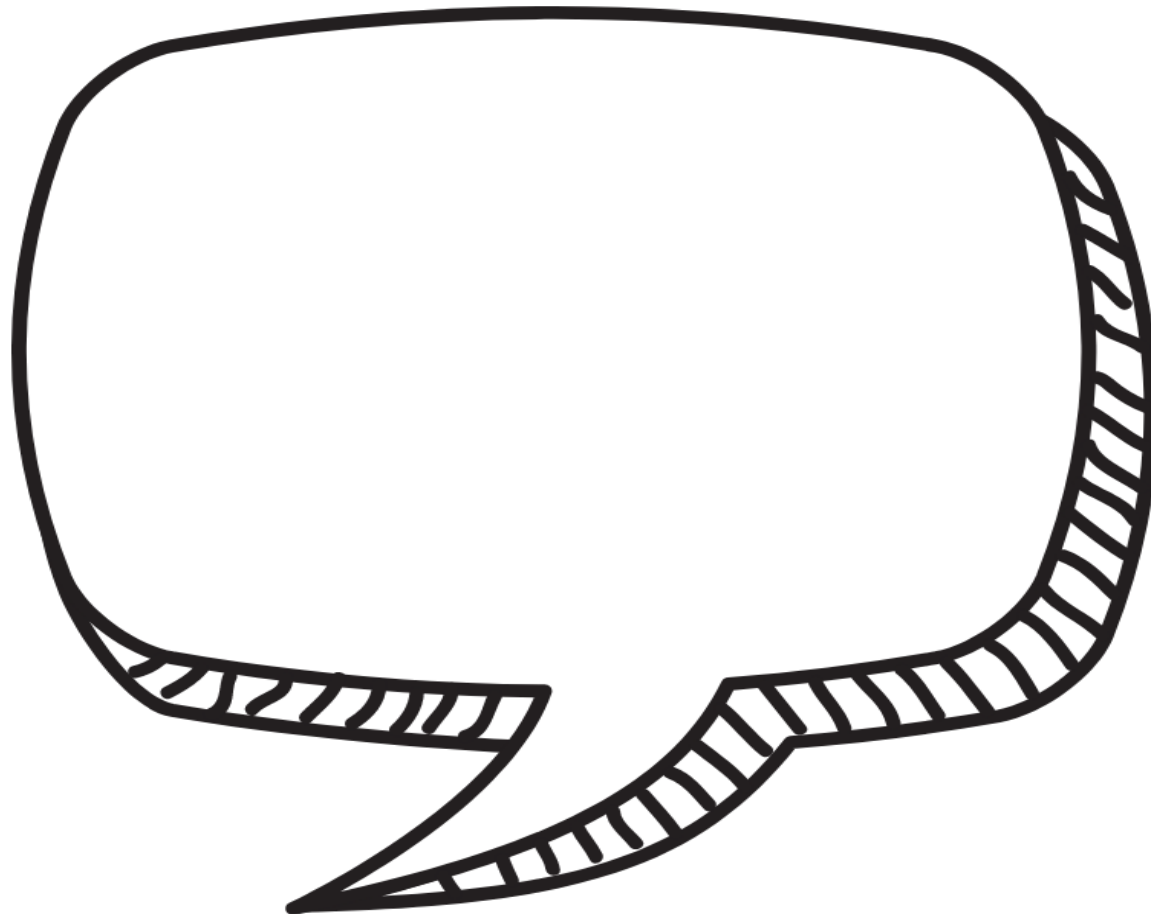
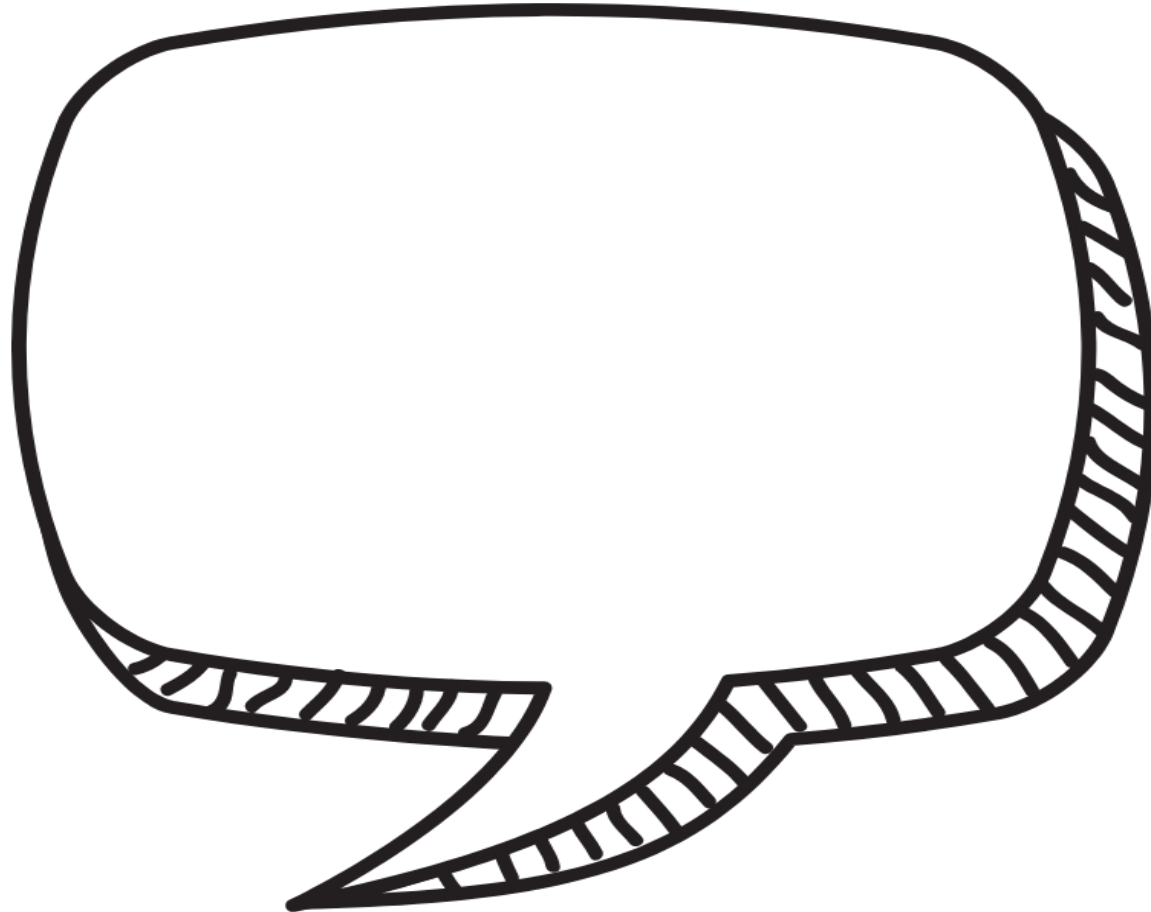At what moment in class this week were you most distanced from what was happening?

What action that anyone (teacher or student) took this week did you find most affirming or helpful?

What action that anyone took this week did you find most confusing?

What about the class this week surprised you the most?