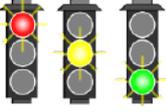
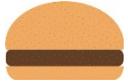
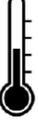
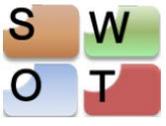


## Strategies and tools that could be used to engage students in peer assessment

A range of strategies and tools are available for peer assessment. Teachers should select and adapt these to suit the needs of their students at key assessment points.

|   |   |   |
|---|---|---|
| <b>Traffic lights</b>                   |    | Green – shows the work addresses the success criteria<br>Amber – indicates room for improvement<br>Red – suggests that the success criteria is not evident  |
| <b>Feedback bun</b>                     |    | Top – a positive aspect of the work<br>Filling – a section of the work that could be improved<br>Bottom – a positive aspect of the work   |
| <b>Weather gauge</b>                    |    | Warm – signals positives feedback in relation to success criteria<br>Cold – indicates areas for improvement<br>Hints – provides advice for ‘raising the temperature’ to meet success criteria   |
| <b>Stars and stairs</b>                 |   | Stars – identify where the work meets the success criteria<br>Stairs – suggests steps for making improvements to the work   |
| <b>PMI charts</b>                       |  | Plus – meets criteria<br>Minus – criterion not evident<br>Interesting – something to improve  |
| <b>SWOT analysis</b>                    |  | Strengths – areas that show evidence of success<br>Weaknesses – sections that need work<br>Opportunities – aspects that could be further developed<br>Threats – obstacles to improvement  |
| <b>Ladder of feedback</b>               |  | Step 1 – involves reading/listening/asking clarifying questions<br>Step 2 – identifies the strengths<br>Step 3 – identifies the areas for improvement<br>Step 4 – suggests ways to improve  |
| <b>Checklists/rubrics</b>               |  | Provides a list of ‘look fors’ (an outline of success criteria) and can include descriptions of levels of performance to guide and focus assessment   |
| <b>Thinking hats</b>                    |  | Explores a piece of work from different perspectives in order to focus feedback: white focuses on the facts; green concentrates on creativity; yellow emphasises the positives; red comments on the reaction; blue examines the process behind the product and; black highlights any concerns |
| <b>Peer discussion and conferencing</b> |  | Paired discussions and Peer-to-peer conferences enable students to give feedback on a task to a peer and receive a response to the comments.  |

## References

(Ontario Ministry of Education, 2010), (Department of Education & Training Victoria), (Rolheiser & Ross, 2001)

## Acknowledgements

Open clip art from <https://openclipart.org>

Traffic Light (RYG), by algostruneman. Created 2013-09-04

Hamburger, by agomjo. Created 2014-03-10

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Ladder (flat) by portablejim. Created 2008-08-16

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