

Self and peer assessment

Wise teachers use the classroom assessment process as an instructional intervention to teach the lesson that failure is acceptable at first but that it cannot continue. Improvement must follow. Success is defined as continual improvement. To teach these lessons, we can use student involvement in the assessment, record-keeping, and communication process.

Our students must understand that, when we try to grow, we sometimes fail at first, and that failure is all right. The trick is to help students understand that failure holds the seeds of later success (Stiggins, 1999).

Student self-assessment places the primary responsibility for learning with the student. Once students have learned to recognise, describe and apply success criteria related to particular learning goals, they can use this information to assess their own and others' learning.

Self-assessment

Earl & Katz (2006) suggest teachers do the following to support students to self-assess:

- model and teach the skills of self-assessment
- guide students in setting goals, and monitoring their progress toward them
- provide exemplars and models of good practice and quality work that reflect curriculum outcomes
- work with students to develop clear criteria of good practice
- guide students in developing internal feedback or self-monitoring mechanisms to validate and question their own thinking, and to become comfortable with the ambiguity and uncertainty that is inevitable in learning anything new
- provide regular and challenging opportunities to practise, so that students can become confident, competent self-assessors

Peer assessment

Students may provide feedback to their peers about:

- what has been completed
- strengths and/or what aspects have been completed well
- suggestions to improve their work with reference to the learning and assessment intention
- alternative strategies to complete the activity.

References

- NSW Education Standards Authority. (n.d.). *Assessment for, as and of Learning*. Retrieved May 15, 2014, from NSW Education Standards Authority: <http://syllabus.nesa.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/>
- Earl, L., & Katz, S. (2006). *Rethinking Classroom Assessment with Purpose in Mind*. Retrieved June 1, 2014, from http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf
- Stiggins, R. J. (1999). Assessment, Student Confidence, and School Success. *Phi Delta Kappan*, 81(3), 191 - 198.