

Peer and Self Assessment in Student Work

[TQA Manual - Introduction and Contents](#)

Principles and Criteria

1 PRINCIPLES

- 1.1 *The purpose for using self and peer assessment should be explicit for staff and students.*

A major reason for using self and peer assessment is for its role in student skill development, in improving learning and in helping students to improve their performance on assessed work. Additionally, it has a place as a means of summative assessment.

- 1.2 *There is no reason why peer and self assessment should not contribute to summative assessment.*

In many such cases such assessment will not contribute a major proportion of the mark until it has been well tried and tested. However, in a well-regulated scheme, there is no reason to limit the proportion of the marks involved. It is particularly important that the principles below are noted.

- 1.3 *Moderation.*

For any situation in which the mark from peer or self assessment contributes towards the final mark of the module, the tutor should maintain the right to moderate student-allocated marks. The initial step in alteration of a student-allocated mark may be negotiation with the student(s) concerned.

- 1.4 *Instances of unfair or inappropriate marking need to be dealt with sensitively.*

Any instances of collusive ('friendship') marking need to be dealt with sensitively and firmly.

- 1.5 *The quality of feedback on student work must be maintained.*

In situations of self and peer assessment, students are usually in a position to learn more than from situations of tutor-marked work. They learn from their engagement in assessing and frequently from oral, in addition to written feedback. However, the tutor should monitor the feedback and, where appropriate, elaborate it to ensure that students receive fair and equal treatment.

- 1.6 *Assessment procedures should always involve use of well-defined, publicly-available assessment criteria.*

While this is true of all assessment, it is particularly true where inexperienced assessors (students) are involved. The assessment criteria may be developed by the tutor, but greater value is gained from the procedure if students are involved in developing the criteria themselves.

- 1.7 *Involvement of students in assessment needs careful planning.*

Many students see assessment as a job for staff, but at a later stage they are likely to recognise the benefits to their academic learning and skill development. Initial efforts will take time and tutor support. For these reasons, it is preferable that the use of peer and self assessment is seen as a strategy to improve learning and assessment across a whole programme. The common situation is for these assessment procedures to appear in isolated modules, often not at level 1.

- 1.8 *Self and peer assessment procedures should be subject to particularly careful monitoring and evaluation from the tutor and students' point of view.*

It can take time for such procedures to run smoothly and for this reason, the initial involvement of relatively few marks - or solely formative assessment is wise. Student feedback to the tutor on the procedure will be important.

- 1.9 *The use of peer and self assessment should be recognised as skill development in itself.*

Such procedures are not just another means of assessment but represent the development of self-appraisal, evaluative, analytical, critical and reflective skills. These are important as employability skills and can be recognised in the learning outcomes of a module.

2 ASSESSMENT CRITERIA

2.1 Sample Assessment Criteria for an Oral Presentation

The following is a list of ideas for criteria for assessment of an oral presentation. The criteria may require more description in order to be better and more consistently understood by markers and in order to meet the expectations of the achievement at different levels.

- Does the content relate to the title and/or purpose of the presentation?
- Is the breadth of the content sufficient?
- Is the depth of the content sufficient?
- Is the message clear?
- Is the argument consistent?
- Is sufficient evidence given to support arguments?
- Is there evidence of appropriate critical thinking?
- Are conclusions drawn appropriately?
- Is the focus sharp?

- Does the presenter put forward her/his own point of view?
- Is the class engaged - is their attention maintained?
- Is the response to questions and comment competent?
- Organisation and management:
 - Timekeeping
 - Management of questions or comments
 - General management of whole presentation
- Presentation:
 - Audibility
 - Clarity of articulation
 - Presence
 - Posture, eye contact, etc
 - Management of notes or props
 - Pace
 - Confidence
- Use of resources (quality, fitness for purpose, etc):
 - Overhead transparencies
 - Handouts
 - Use of board or flipchart, etc
 - Use of other resources
- Overall structure:
 - Coherency, appropriateness of structure
 - Identity of beginning (summary), middle and end (conclusion)
 - 'Signposting' of structure
- Creativity:
 - Use of imagination in content or presentation
 - Originality

Alongside criteria it can be useful to ask for identification of strengths and weaknesses and areas for improvement.

2.2 Sample Criteria for Assessment of Team Functioning

The actual criteria picked for team or group work will depend on the purpose of the assessment. Sometimes the reason for assessment is to check that all of those involved in the group are contributing to the project in hand. Sometimes the focus is the ability of individuals to operate within a team as a specific skill.

The student:

- is engaged in the group and with the group
- can show qualities of leadership
- is able to provide direction for group activity (e.g. project planning)
- is involved in the execution of the project work
- can play a supporting role of others in group activity
- can suggest solutions
- is involved in the presentation of the group's work
- demonstrates interest in the maintenance of the group functioning as well as the project

3 FURTHER INFORMATION

3.1 For further information and advice, please contact Education Enhancement.

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