

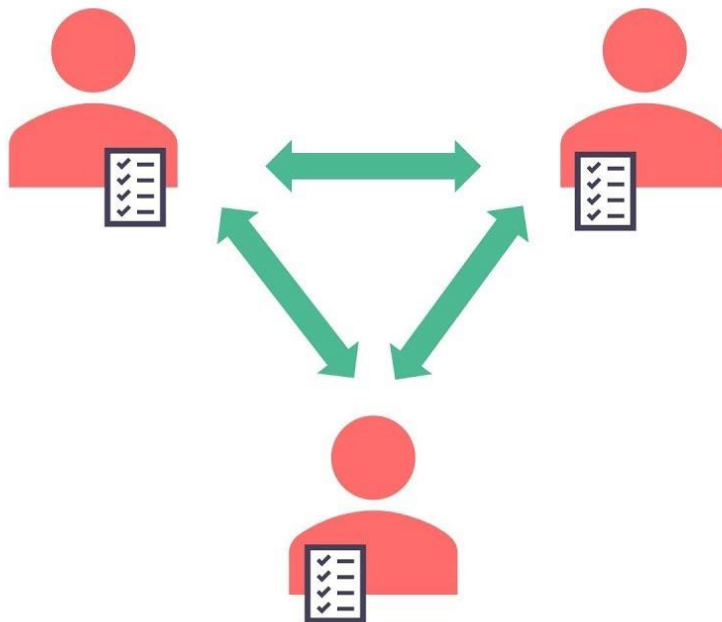
# Peer Assessment in the English Classroom

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# Workshop Outline:

- Padlet: Quick Questions
- What Is Peer Assessment (PA)?
- Why PA?
- Relevance in Light of LK20
- Practical Example: Job Application



# What Is Peer Assessment?

→ **A structured learning process for students to critique and provide feedback to each other on their work**

- based on a teacher's benchmarks
- often accompanied by rubrics
- peer assessment of work-in-progress or final product

# What Is Peer Assessment? (continued)

→ **A way to conduct *formative assessment*** (underveisvurdering)

- student involvement
- student reflection on own learning
- learning strategy

# Theoretical Foundation: Why Peer Assessment?

- George Jardine 1774-1826 – Glasgow *Methods and advantages of peer assessment in writing*
- Topping – formative assessment (underveisvurdering)
- Topping - Feedback. Face to face or otherwise; Can be one-way or reciprocal
- Computerized peer assessment (Tseng & Tsai 2007)

# Theoretical Foundation: Why Peer Assessment? (continued)

- Sharpens motivation
- Development and execution of self-regulatory skills
- Feedback from adults: authoritative
- Feedback from peers: richer and open to negotiation. (Cole 1991)
- Promotes self-assessment, accountability, learner autonomy

## Theoretical Foundation: Why Peer Assessment? (continued)

- Complements cooperative learning (Salend, Whittaker, Reeder, 1993)
- Increase in seeking and giving help. Change in attitude about seeking or giving help. (Ross, 1995).



# Peer Assessment in LK20

## → Peer assessment not part of precept

- From «Overordnet del»

«Ved å reflektere over egen og andres læring kan elevene litt etter litt utvikle bevissthet om egne læringsprosesser» (*Å lære å lære*)
- From the English subject curriculum (SF/YF)

«Læreren skal legge til rette for elevmedvirkning og stimulere til lærelyst gjennom å ta i bruk varierte strategier og læringsressurser for å utvikle elevenes leseferdigheter og muntlige og skriftlige ferdigheter. Elevene skal få oppleve at det å prøve seg fram alene og sammen med andre er en del av det å lære et språk.»

«Med utgangspunkt i kompetansen elevene viser, skal de få mulighet til å sette ord på hva de opplever at de får til, og reflektere over egen faglig utvikling.»

# How to Apply Peer Assessment

- Know the topic well beforehand (ought not be a completely new topic to pupils)  
– familiarity with the topic
- Have clear understanding of guidelines to task and of the task itself (differentiation)
- Synthesize criteria **with** pupils
- Decide on the type of feedback and the pairing/grouping of pupils

# Example: A Job Application (Rubric)

| Criteria: | Well done:                         | To be improved: |
|-----------|------------------------------------|-----------------|
|           |                                    |                 |
|           |                                    |                 |
|           |                                    |                 |
|           | Thomas Hansen and Spiwe T. Rønning | 04.10.2021      |

# Example: A Job Application

| Criteria:                                                                                                                      | Well done:                                                   | To be improved:                                             |
|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------|
| <b>Layout:</b><br>Is the letter laid out correctly? (Sender/recipient, date, salutation, complimentary close)                  | The salutation and complimentary close are placed correctly. | The order of sender and recipient.<br><br>There is no date. |
| <b>Formality and Tone:</b><br>Is the language polite and formal? (formal words, no contractions, professional and polite tone) |                                                              |                                                             |
| <b>Content:</b><br>Is the content relevant? (Are all the points well suited for a job application?)                            |                                                              |                                                             |
| <b>Structure:</b><br>Is the text well structured and coherent? (Does it read well and is it divided into suitable paragraphs?) |                                                              |                                                             |

# Reflection on challenges: Your Voice

See reflections on padlet

Share your opinions/experiences freely

# Reflection on Challenges (continued)

- Social processes (Salomon & Globerson 1989):  
Social processes can be affected by social bonds (friendships, popularity, enmity, power processes, etc), collusion to submit average scores

# Conclusive Remarks:

- Peer assessment is a method to conduct formative assessment
- Not obligatory in LK20, but recommended as a variant of conducting formative assessment
- Clear guidelines and fixed criteria (rubrics)
- Consider both advantages and challenges when applying peer assessment in the classroom

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