

Practical Techniques for Peer Assessment

- C3B4ME
 - In this technique, before a student is allowed to ask the teacher for help, assistance must have been sought from at least three other students, hence the description “see three before me.”
- Peer Evaluation of Homework
 - One middle school math teacher has tried to reduce the amount of time she spends checking homework by involving the students more.
- Homework Help Board
 - Another approach for dealing with issues arising from homework is the homework help board.
- Two Stars and a Wish
 - This is a very simple technique for getting started with peer assessment
- End-of-Topic Questions
 - It is quite common for a teacher to reach the end of an exposition, a chapter, or a unit and ask the class, “Any questions?”
- Error Classification
 - This technique is useful when errors can be classified in a relatively straightforward way.
- What Did We Learn Today?
 - Other teachers have experimented with end-of-lesson reviews.
- Student reporter
 - An alternative to this is to have a student reporter lead the end-of-lesson discussion.
- Preflight Checklist
 - This technique is particularly valuable when there are a number of clear requirements that submitted work has to satisfy.
- I-You-We Checklist
 - At the end of a group activity, each student records something about his or her own contributions, something about other individuals’ contributions, and an evaluation of the quality of the work of the group as a whole.
- Reporter at Random
 - Many authors advocate assigning students roles, such as chair, time-keeper, facilitator, scribe, and so on, when they are working collaboratively.
- Group-Based Test Prep
 - When students are preparing for a test, one way to make reviewing more engaging is to organize them into groups of five or six and assign each student one aspect of the work to review.
- If you’ve Learned It, Help Someone Who Hasn’t
 - One objection of cooperative learning is that it holds back the able students.

Practical Techniques for Self-Assessment

- Traffic Lights
 - Many teachers use “traffic lights” to activate students as owners of their own learning.
- Red/Green Disks
 - A high school algebra teacher has been using traffic lights for a while and started thinking about how she could get more real-time information.
- Colored Cups
 - Another teacher had tried the red/green disks but found that the disks were difficult to see clearly from the front of her classroom due to the fluorescent lighting.
- Learning Portfolios
 - Many schools encourage students to keep portfolios of their work, but too often, these are maintained in the same way as an artist’s portfolio – to display the latest and best.
- Learning Logs
 - One technique that teachers have found useful as a way of getting students to reflect on their learning is to ask students to complete a learning log at the end of a lesson.