

Section B: Embedding Formative Assessment

Unit 1: So what are the pupils doing?

Session 4: Self-assessment in practice

Activity 4: Reflecting on practice

Peer and Self-Assessment Evaluation Tool

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Since peer and self-assessment are fundamental in giving pupils greater responsibility for their own learning, this evaluation tool has been devised to help us evaluate evidence that formative assessment is being embedded through developing peer and self-assessment. It also aims to encourage discussion about next steps.

This version will be reviewed in June 2007.

In rating practice, use the first column to indicate how important or relevant the statement is for you/your establishment (1 = of limited importance; 2 = quite important; 3 = very important; 4 = essential) and use the second column to indicate how current practice matches the statement (1 = requires rethinking; 2 = elements require development; 3 = room for minor improvements; 4 = mirrors the statement)

	Ratings		Evidence	Future learning
Clear teaching of social skills is crucial in embedding peer & self-assessment				
Peer assessment happens on a daily basis in my classroom				
Self-assessment happens on a daily basis in my classroom				
I have clear strategies for developing peer & self-assessment				
Pupils are encouraged to think about how they learn				
I indicate clearly what pupils are expected to learn and how they will know if they are successful				
Pupils are confident to identify their strengths				
Pupils are guided towards next steps in their learning				

2

The following table gives suggestions for peer and self-assessment with the pupils. Please add to this and share with colleagues.

Peer assessment	Self-assessment
Rally coach	
Traffic lights	Traffic lights
Positive oral feedback	+, -
Two stars & wish	Two stars & wish
Questioning after a piece of work	Plenary session evaluating success criteria
Pictorial representations	Pictorial representations
	Setting targets from writing
Critical friend – are targets SMART?	Daily/weekly planner & targets
Group marking – discuss wrong answers	Finding the wrong answers before teacher marks on the page (e.g. in maths ‘three on this page are wrong– find them!)
Compare and comment	Time limit (e.g. 9 mins): how successful have I been with the work generated?
Use of questioning with each other	Kagan ‘Bob Up’ structure: what have you understood?

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The following table acknowledges the social skills required and how the whole school needs to develop these on a continual basis amongst all staff, pupils and parents. Again space has been left for you to add any further suggestions.

Social skills	Suggested activities/structures to promote
Eye contact	Seating arrangements, pairs work
Listening when someone is talking	Hands up, pair up; use of counters
Appropriate body language	Explicit, whole class agreement for suitable 'listening' and 'engaged' body language – use pupils to define
Not interrupting	Use of 'golden rules' – rewards and sanctions to keep with familiar rules to encourage these skills. All of these skills should be promoted through all activities and in all aspects of school life. There must be a consistent and agreed approach if this will work
Speaking clearly	
Sticking to the subject	
Audience awareness	
Trio rules for Highland Reading Initiative	

To be revised June 2007