Peer Assessment Using Success Criteria to support students to engage with learning in the physically distanced classroom and to engage with learning from home

This strategy involves students working in pairs to assess the work of one another using agreed success criteria. It complements Peer Feedback Using Success Criteria.

Peer Assessment Using Success Criteria in the physically distanced classroom

- The teacher states 'This project will be complete when…'. This statement could be discussed or displayed on the whiteboard as a shared editable document.
- Students write phrases (in their copy/device) that explain their idea of completeness for the project in question.
- Students pair up and compare their ideas. Should this not be physically possible, students can still work together using one to one device with internet access and a shared online platform such as Popplet, Keynote or Word.
- Pairs join with another pair and agree on a list. Again, this can be done online rather than physically in person.
- Each group of 4 shares their list with the rest of the class.
- Refine the lists to a manageable number that the class agree upon.
- Students record the final list of success criteria.
- At the end of the project the students work in pairs and apply the agreed success criteria to their peer's project, either verbally or in writing.
- Feedback can be given, depending on the success criteria and on social distancing measures in the classroom.

Peer Assessment Using Success Criteria while engaging with learning from home

This strategy can be carried out remotely using the Microsoft Teams or another learning platform.

Within Teams, the teacher can share their screen to present the initial statement. Students individually write phrases (in their copy/device) that explain their idea of completeness for the project in question. Students can then join separate rooms in Teams to compare their ideas (via chat/One Note).
Students can easily join other rooms to compare notes with larger groups of students, and the teacher can join each individual meeting to ensure that students are on task. Back in the initial meeting, success criteria can be shared, refined, and agreed upon.

Finally, students can share their projects with each other via Teams and can be given the task of assessing the work of an assigned peer using the agreed success criteria. Completed work and assessments can be submitted online to the teacher.

*Peer Assessment Using Success Criteria can be used to support Teaching, Learning and Assessment in *all* subjects as well as the
Level 1 Learning Programmes (L1LPs) and the Level 2 Learning Programmes (L2LPs)

An tSraith Shóisearach do Mhúinteoirí

JuniorCYCLE for teachers

Key Skills

➢ Managing information and thinking
➢ Managing myself
➢ Communicating
➢ Being literate

Assessment

➢ Clarification of the learning by creating success criteria
➢ Peer assessment of the project using agreed success criteria. This can then be used as framework for feedback from the teacher
➢ This strategy involves activating students as learning resources for one another

Inclusion of all Learners

➢ Accessible entry points - visuals/colour/text/video/aural
➢ Structured assessment using agreed success criteria
➢ Students acting as learning resources for one another
➢ Student voice – students involved in all aspects of the learning

Resources

➢ Whiteboard
➢ Exemplars of past projects/assignments can be used
➢ One to one device with internet access

Further Information

https://jct.ie/wholeschool/classroom_strategies

Peer Assessment in Action

L1LPs/L2LPs