

## **Activity 6.2: Self- and Peer-Assessment Strategies**

Background and Purpose: When students are actively involved in self-assessment and peer-assessment they become clearer about learning targets. They also get more feedback on their work and progress. They take ownership for their own learning and support their peers. In this activity you will review several self- and peer-assessment strategies and have the opportunity to exchange ideas and practices with colleagues.

### Directions:

1. With two or three classmates or colleagues study that two attached documents: “Self- and Peer-Assessment Strategies” and “Ten Examples of Summary Strategies.” More people could be involved as appropriate in this activity.
2. Together discuss
  - a. Which strategies are currently parts of your assessment repertoire?
  - b. Which ones intrigue you?
  - c. Which ones are you going to use?
3. With your classmates or colleagues engage in a strategy exchange using the “Give One – Get One” protocol described below.
  - a. Each person writes down an assessment strategy they use on the top of the form.
  - b. Then everyone shares their strategy (give one) and collects a strategy (get one) from the three other people.

Self and Peer-Assessment Strategies

<p><b>Green-Yellow-Red Cones</b></p> <p>Give each student a set of cones or a set of cards.</p> <ul style="list-style-type: none"> <li>• Green = Got it.</li> <li>• Yellow = I understand part of it.</li> <li>• Red – I’m lost.</li> </ul> <p>Stop during a lesson or unit to check for understanding.</p> <p>Form pairs of a green and a yellow for peer tutoring and practice.</p> <p>Group and re-teach reds.</p>	<p><b>Cooperative Learning Groups</b></p> <p>Form groups of four. Learning groups meet each Friday to review the ideas and concepts from the week. Peers teach and tutor each other on areas of confusion.</p> <p>Learning groups can also coach each other on quizzes and exams. The learning group gets the quiz for 10 minutes to coach each other (no pencils). Individuals write alone. The quizzes are returned to each learning group who review the results and teach one another on missed questions.</p>
<p><b>Find it and Fix it</b></p> <p>Check student work quickly but do not mark the work.</p> <p>Identify the number of mistakes.</p> <p>Return the work to the student to find and fix the mistakes</p>	<p><b>Two Stars and a Wish</b></p> <p>Student pairs trade their work. Each reviews the other’s work.</p> <p>They provide feedback to their partner by giving them positive comments (two stars) and making one suggestion for improvement (a wish).</p>
<p><b>Learning Logs</b></p> <p>Students keep a learning log. Each page is divided into 1/3 and 2/3. A regular time is set aside each day/week for reflection. A new page is started for each reflection. Students write based on a question or prompt from the teacher. Writing is done on the large part of the page. The 1/3 session is reserved for teacher, peer, or parent comments. Teachers gather learning logs on a regular basis and respond to students’ reflections.</p>	<p><b>Pre-Flight Checklist</b></p> <p>Pair students up. Provide them with a checklist.</p> <p>Students trade their work. They check and give feedback to one another. Papers are returned to the owner. Mistakes are corrected. Work goes back to partner for a “pre-flight check” before it is submitted.</p>

### Ten Examples of Summary Strategies

1	A-B-C Summary	Provide students with an alphabet template. Independently, or in pairs, students record a word or phrase beside each letter of the alphabet related to a specific topic.
2	Card Sort	Facts, concepts, and attributes are written on index cards or post-it notes. Categories are written on the board. Pairs or triads sort the cards into the correct categories.
3	Circle Check	Students stand and form a circle. Each person makes a summary statement or comment about the topic being studied. In a more complicated version, each successive comment must be connected to the one before it.
4	Concept Summary	Students draw a picture or visual symbol, list key terms or concepts, and write a brief summary paragraph to demonstrate their learning.
5	Exit Cards	Stop instruction and activity five minutes before the end of the lesson and give students a blank index card. Pose a question and each student writes a response. The cards are signed and returned to you as they leave the classroom.
6	Luck of the Draw	A series of questions or concepts is written on index cards. Students draw a card and respond to the question or explain the concept. Alternatively, each student writes a summary card, then you draw a name and the “lucky” student reads their summary.
7	Mind Map	Students draw a circle or box in the middle of a sheet of paper and write the topic. Symbols, words, and pictures are drawn around the main topic identifying key concepts and ideas summarizing and illustrating relationships.
8	One Minute Paper	Students respond to two questions in a one-minute paper and turn it in as they leave the room. <ol style="list-style-type: none"> <li>1. What was your most significant learning today?</li> <li>2. What question is uppermost on your mind?</li> </ol>
9	Quick Writes	Students write for 90 seconds to two minutes on a concept identified by the teacher. They summarize their thoughts by drawing a picture and writing a short paragraph.
10	3 – 2 – 1	Provide students with a 3-2-1 template and question prompts. For example: three things that interested you, two questions you have, and one surprise.

**Give One - Get One Protocol**

**My Idea to Give:**

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Name

Idea

1. 

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2. 

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3. 

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