

Peer Led Formative Assessment

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Learning is social. Allowing students to assess each other takes some of the load off of you and helps both the student being assessed and the student receiving feedback.

Begin with the end in mind

- What do we want the students to know or be able to do?
- What real life skill does your content connect to?
- Preference for real and authentic performance based assessments.

Start Simple

- Set the stage for constructive peer assessment
- I begin with assessment games on the first day (battles!)
- Use a randomizer to ensure participation
- Encourage constructive peer feedback. Take the role of facilitator

Use Peer Groups

- Establish a group where students feel connected and safe
 - get to know you activities can help
- Develop rubrics that allow students to assess each other
 - one on one
 - small group
 - whole group
- Any time your students produce a product and need to practice creating the product, you can use peer assessment
- **This process only works if you have clearly defined procedures and expectations

Benefits

- Less grading for you
- More active participation from students
- More frequent feedback for students
- Provides real world experience when assessment is rooted in practice

Example from a Choral Classroom

- Daily Battles at beginning of class
- Peer evaluations during rehearsals with frequent opportunities for practice
- Check ins with formal peer reviews
- Final performance assessment in class