

Figure 5.6: Protocol for Engaging Learners in Self- and Peer Assessment

Activity	Evidence Produced	Team-Based Learning From the Collective Artifacts and Evidence
<ol style="list-style-type: none"> 1. Using the class rubric and the list of criteria for quality feedback, engage learners in peer assessment. 2. Ask the author of the assessed work to write down the feedback he or she receives from a peer. When the author has to write out the feedback, it increases the likelihood that the author will ask follow-up, clarifying questions. Also, he or she will be more likely to understand the peer-given feedback and remember the feedback than if he or she simply read what someone else wrote. 3. Ask the peer assessor to back up his or her rubric scores and detailed feedback with evidence. He or she should be able to highlight sections of the rubric that apply as well as sections of the student’s work that correspond to the rubric levels assigned. 	<ul style="list-style-type: none"> • Student-assigned rubric scores that correlate with the scores teachers would assign • Highlighted sections of the assessment that provide evidence of the assigned rubric scores • Qualitative feedback that demonstrates an understanding of the learning targets at hand 	<ul style="list-style-type: none"> • Examine the artifacts collaboratively. Explore the following questions as a team. <ul style="list-style-type: none"> • Do the rubric scores that the learners assign match the scores teachers would give? • Can the learners accurately identify the evidence that supports their score? • Has the quantity of feedback increased overall? • Are learners providing accurate, quality feedback? • Are learners improving as a result of the peer assessments?
<ol style="list-style-type: none"> 4. Use the same process outlined for peer assessment to move into self-assessment. Have learners highlight on the rubric where they think they are and then highlight sections in their actual assessment that support their self-assigned scores. 5. In addition, consider having learners submit their initial work by indicating with dots or small marks where they believe errors exist. In this manner, they critically look at their submissions in advance and indicate where their questions and concerns still exist. 	<ul style="list-style-type: none"> • Student-assigned rubric scores that correlate with the scores teachers would assign • Highlighted sections of the assessment that provide evidence of the assigned rubric scores • Qualitative feedback that demonstrates an understanding of the learning targets at hand 	<ul style="list-style-type: none"> • Examine the artifacts collaboratively. Explore the following questions as a team. <ul style="list-style-type: none"> • Do the rubric scores that the learners assign match the scores teachers would give? • Can the learners accurately identify the evidence that supports their score? • Has the quantity of feedback increased overall? • Are learners offering themselves accurate, quality feedback? • Are learners improving as a result of their self-assessments?