

STUDENT PEER ASSESSMENT: ESSENTIALS FOR EFFECTIVE IMPLEMENTATION

Assignment Design of Student Peer Assessment

- **Purpose:** Determine how student peer assessment (SPA) fits into your course and your purpose for using SPA.
- **Research:** Inquire about colleagues' experiences using SPA and gather advice from the literature and from your teaching and learning centre.
- **Timeline:** Create a detailed plan outlining when different steps will occur. Start the SPA process early so there is adequate time for students to make revisions after the SPA activity.
- **Assessment criteria:** Create assessment criteria (e.g. guiding questions, rubrics, checklists) that are understandable and usable by your students.
- **Peer reviewers:** Decide the number of peer reviewers and whether reviews will be anonymous or not. It is recommended to have multiple peer reviewers, rather than a single reviewer. In particular, for peer grading, have at least six reviewers.
- **Technology:** Choose a platform for SPA (see Peer-Based Assessment Comparison Chart at UBC: lthub.ubc.ca/tech-uses/peer-based-assessments/peer-assessment-features) based on the type of assignment/activity and create assignment there. Test the platform ahead of time!
- **Grading:** Come up with a grading structure that acknowledges student completion of each phase in the assignment.

Implementation of Student Peer Assessment

To obtain buy-in from students:

- Integrate SPA with the course learning outcomes.
- Explain why you are using SPA.
- Share your own experiences (e.g. in your scholarly activities).

Student peer assessment is “the quantitative or qualitative evaluation of a learner’s performance by another learner of the same status” (Patchan & Schunn, 2015, p. 592). This is different from evaluating peer contributions to group work.

- Be clear about SPA expectation and procedure.
- Outline the SPA assignment carefully.
- Be open and ready for questions and concerns students might have.
- Provide feedback to students on the effectiveness of their peer assessment.

To prepare students for the SPA activity:

- Have students practice assessing sample assignments using assessment criteria prior to engaging in SPA.
- Provide various feedback samples and have students aware of what constitutes constructive feedback.
- Model SPA with sample assignments.
- Provide students with guidelines/tips for critical, constructive feedback.

To guide students in the revision activity:

- Monitor student peer feedback.
- Help students deal with emotional reactions to peer feedback.
- Tell students every piece of work has room for improvement.
- Help students make thoughtful judgement when taking or ignoring feedback and encourage them to reflect on their decisions.



Evaluation of Student Peer Assessment

Grading:

- Acknowledge student completion of each phase in the assignment by assigning marks or setting requirements for completion of each phase before they can move to the next phase.
- Respond to student questions about grading and consider providing a mechanism for students to dispute peer grades.
- If using peer grading, examine (auto-generated) peer review scores to ensure fairness and accuracy. Consider dropping the highest and lowest scores. Or consider using peer grading as a reference to instructor's final grading.

Student Feedback:

- Seek student feedback on the SPA assignment for the future iterations.

Additional Resources and References

The information above is from literature on SPA. For full citations, please see:

Student Peer Assessment: wiki.ubc.ca/images/a/ad/Student-peer-assessment.pdf

Student Peer Assessment: Strategies for Success: wiki.ubc.ca/images/9/9b/Student-peer-assessment-strategies-success.pdf

Want to learn more about student peer assessment and/or seek support? Contact the Centre for Teaching, Learning and Technology.

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