



Peer Assessment of Performance

Developed by **Natasha Davies**
Eltham North Primary School

Description:

A tool designed to involve young students in peer assessment and the use of criteria and a continuum.

How could I use it?

- ✪ To assess performance of individual students in a group performance.
- ✪ To teach students how to use a continuum.
- ✪ To identify areas where students are achieving required performance skills.
- ✪ To identify areas where extra support and practice may be needed.

Why should I use it?

- ✪ To make explicit for students how to use criteria to assess performance.
- ✪ To develop peer assessment skills.
- ✪ Involve students more closely in their assessment.
- ✪ Set explicit standards that students can understand.
- ✪ Develop students' reflective skills.

When should I use it?

- ✪ At the beginning of a performance task.
- ✪ At the end of a performance.

How do I use it?

- ✪ A copy of the performance task is placed on the whiteboard to explain the task to the students.
- ✪ A class discussion should take place about each criterion of the assessment task and what the class thinks it means.
- ✪ Each criterion is modelled to the students and they take turns at marking on a continuum where

they think the performance of that criteria should be placed.

- ★ Each group performs their plays to the rest of the class.
- ★ The students are each allocated one person in each play to assess. This means they only have to complete one assessment and each student is assessed by a peer.
- ★ The students mark on individual sheets where they feel the student they are assessing should be placed.
- ★ After the performances have been assessed the class can further discuss what they have seen and what they think makes a good performance and make improvements for their next performance task.