Self and peer assessment

Self and peer assessment involves students judging the quality of their own or of other students’ work or performance. It may involve providing feedback, awarding marks, or both.

Why use self and peer assessment?

- To develop students’ judgement about the quality of their work. By the time students graduate they should be able to accurately assess their own work, and not be dependent upon the judgements of others.
- To increase student independence and autonomy as learners. Once students have developed the capacity to assess their own work against accepted standards, they can see graphically how their own work can improve and develop. They can take steps to improve without the need for it to be pointed out to them. Students ideally become more proactive in checking their own work and taking responsibility for their learning.
- To foster a culture in which students share and learn from each other. When students learn to become good peer assessors, they are skilled and appropriate in making sound judgements and communicating it effectively to their peers. They also learn from their peers about differing ways to approach a task and can expand their repertoire of learning approaches.
- To save marking time. Not all peer and self-assessment is time saving, because teaching time needs to be spent in developing students’ capability as effective self and peer assessors. However, in some instances useful time saving can be made if this is relevant factor.

Like most other significant teaching and learning strategies of this kind, you need to be very clear about the purposes and outcomes, what you hope students will get out of it, and do some research about appropriate strategies. There is excellent advice at hand.
Web resources

**Self and peer assessment**, Deakin University

Deakin University’s site provides an excellent place to start to explore a range of commentaries and additional resources about designing for self and peer assessment.


**Peer and self assessment**, Griffith University, Institute for Higher Education

This site provides a wide range of resources on peer and self assessment including an introductory guide on the topic as a preface to nine case studies across a range of disciplines; and evaluation of self and peer assessment against the ‘7 Principles of Good Practice in Undergraduate Education’.


**A Briefing on Self, Peer and Group Assessment**, LTSN Generic Centre, Higher Education Academy, UK

Produced by Phil Race, this guide explores how to introduce and implement these different forms of assessment and discusses the extent to which they can be made valid, reliable and transparent to students.

http://www.heacademy.ac.uk/resources/detail/resource_database/SNAS/A_Briefing_on_Self_Peer_and_Group_Assessment