# Student peer and self-assessment

## Video transcript

### Introduction

Meaningful peer and student self-assessment can greatly benefit student learning and achievement. To see the positive impacts of these approaches, teachers and school leaders need to develop a shared understanding of what peer and self-assessment looks like, feels like and sounds like.

The work of Lyn Sharratt and Dylan Wiliam provide us with a research base for best assessment practice.

Lyn Sharratt says, "Peer and self-assessment are important goals in teaching. The ability to self-assess begins to develop in kindergarten and forms another basis for self-regulation."

While Dylan Wiliam says, "Self-assessment can activate students as owners of their own learning and peer assessment can activate students as teaching resources for one another."

### What is peer-assessment?

Peer assessment asks students to reflect on the work of their peers, use criteria to assess that work and provide constructive feedback. The practise of giving and receiving feedback focussed on improvement has clear benefits for all students. Peer-assessment can provide teachers with information about students' ability to think critically of their own work and the work of others.

### How do students self-assess?

When students self-assess they should be able to apply success criteria that relates to a learning goal, reflect on their efforts, identify improvements they can make, adjust the quality of their own work and set specific and personal goals.

### How is peer and self-assessment taught?

Teaching peer and self-assessment successfully may require preparation, time and practice and explicit teaching and modelling of the processes. It may be beneficial to introduce peer-assessment before self-assessment although some students may be able to do both simultaneously.

### What happens in the classroom?

Peer and self-assessment can best occur in classroom environments where students are taught to regularly refer to learning intentions, co-construct success criteria and model the application of criteria using samples, analyse how their work meets the success criteria, receive and apply feedback from their teacher and develop and set learning goals.

Explicit teaching of these elements will give students ownership of their learning and develop the skills to reflect, evaluate and improve their own and others' work.

### What resources are available?

You can find further advice, resources and explorations and practice to support peer and self-assessment through the department's Assessment Annex.