





## Peer Assessment to Facilitate Student Achievement of Outcomes

In teaching a course titled ‘teacher professionalism and leadership in the changing context’, group project was adopted as one of the course assignment. In this project assignment, individual groups were having consultation and met frequently with tutors, they had eventually produced a project on a selected theme. The project was presented in the lesson for assessment. To support students to develop a clear understanding of the assessment requirement, as it is mentioned in the literature that “university students were able to appreciate the visible criteria of assessment such as structure, presentation and referencing, they had difficulties in applying higher-order criteria such as analysis and evaluation”<sup>1</sup>, peer assessment was introduced for all the groups to practice assessment on their peer’s group project presentation, based on the assessment rubrics developed for assessing their group project, with particular attention given to ‘Theme Development’ and ‘Discussion’. Below is a sample of the rubrics and scoring sheet:

Rubric for Assessing Assignment 1: Group Presentation

	4 	3 	2 	1 
<b>Theme Development</b>	Stimulating, clear and creatively framed; relevant to professional role of teachers	Clear and focused; relevant to professional role of teachers	Suggesting some ideas that are relevant to professional role of teachers	Unfocused, scattering ideas related to professional role of teachers
<b>Discussion</b>	Inspiring, logical, and in-depth; supplement with clear background information, relevant examples and supportive literature	Logical and substantial coverage, generally outline background information, attempt to provide examples and literature	Some general discussion, provide some background information, examples and literature but partial and incomplete	Illogic elaboration, irrelevant ideas
<b>Presentation</b>	Very clear; creative use of aids, motivating, logical organization, good flow, engaging audience, involve audience effectively	Overall is clear; relevant use of aids, logical organization, involve audience quite effectively	Partially clear, use aids and arrange ideas in discrete parts, attempt to involve audience	Ineffective; minimal use of aids, disorganized, unable to involve audience
<b>Cooperation</b>	Members taking team roles effectively, good leadership and coordination, supportive among team members, good time management	Members taking team roles well, showing leadership and coordination, cooperative, able to observe time	About half of the members taking team roles, slightly unmanaged team work, showing some cooperation on the spot, time not well managed	Members showing low sense of participation and cooperation, poor time management

<sup>1</sup>Rust, C., Price, M., & O'Donovan, B. (2003). Improving students learning by developing their understanding of assessment criteria and processes. *Assessment & Evaluation in Higher Education*, 28, 148-164.

SCORING SHEET

Assessor: Cho Ka Sin (S1057105)



Please put in marks (4, 3, 2 or 1) in each respective domains of assessment shown below based on the rubric description for each session

Dr. Lam.  


Group	Theme	Discussion	Presentation	Cooperation	Overall Comment
Presentation	Development				
Session 1	/	/	/	/	/
Session 2	3	3	2	3	Very detail analysis on case study, examples.
Session 3	4	3	3	3	rich content, many references, examples.
Session 4	3	3	3	3	good analysis.
Session 5	3	3	2	3	good powerpoint, examples
Session 6	3	3	2	3	clear powerpoint, systematic charts, table.
Session 7	2	1	1	1	1

Which session would you recommend as the best? Session: 3

Why? detail analysis and discussion on the theme development, good coordination among group members, with sufficient examples.

(Please return the form to Dr Lam by the end of the class today)

SCORING SHEET

Assessor: LAU Pik Man (S10549339)

Please put in marks (4, 3, 2 or 1) in each respective domains of assessment shown below based on the rubric description for each session



Group	Theme	Discussion	Presentation	Cooperation	Overall Comment
Presentation	Development				
Session 1	/	/	/	/	/
Session 2	3	3	2 (the volume is a bit too low...)	2	Can be more interactive, but the analysis is very detailed and clear!
Session 3	3	3	3	2	(Katherine's pronunciation is very nice!) the content is rich & and ppt is clearly written and the swapping between speakers is well done. explanation is very clear too.
Session 4	2	3	3	3	very good to have a real interview with a learner. the interview facilitates the illustration.
Session 5	3	4	3	3	best way to present content (examples)
Session 6	3	3	2	3	can be more interactive since the presentation is quite dull, but very good to have included a lot of postgraduate education in HK. information
Session 7	THANK	YOU	DR.	LAM! ♥	(You are a very nice teacher!)

Which session would you recommend as the best? Session: 5

Why? Real and original data is always the best for analysis, and this group has demonstrated their seriousness on this project through conducted a true interview which is not found in any other groups. Well done!

(Please return the form to Dr Lam by the end of the class today)

Students were asked to peer assess the presentation of project on the spot, for all the other presentations made by their peers, the total summary result is reported to the class; it was found that the projects that rated highly by students were different from the tutor. Through discussion, it was found that students seem to rate high on attractive presentation that was aided by interesting films and graphics, popular persons among the class etc. The tutor focused on the discussion part of the project, and pays attention on whether the discussion can support and clarify the claims as well as being able to produce evidence of investigation and analysis.

### **Reflection and Outcomes:**

Students reported very positively on the project learning experience, they reflected that the experience help them understand the importance of making an investigation by real attempts to confront issues that were generated from the project theme, that enhanced their learning.

- ✓ 'the tutor places the project as the centre of our learning, we learn in the assessment processes about how to achieve a project with good result and I am able to know how to invest my effort in a piece of course work against the criteria of assessment, this helped us to achieve better result'.
- ✓ 'the course is interesting it seems that it threw me to the deep sea for swimming, and that I had to learn to swim by the learned skills, and making comments to the others helped me to understand what were the requirement of the professor, she built up the atmosphere of learning successfully in the course by her requirement on us.
- ✓ 'I used this project in many other courses, we used to rush for an output just the day before the presentation, and we think what is expected will usually be a well-designed power point, the professor in this course helped us go through a process of investigation, like doing a mini research, I found it very useful to my academic development and the knowledge helps me in handling other course work such as the Final Year Project, I think this is a marvelous learning experience and I wish we could have this earlier in the program'