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Self and peer assessment

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Assessment & Feedback Use Cases

SELF AND PEER ASSESSMENT

Author: Kerry Meakin

Date: 2014

This use case describes how one assessment method was designed and implemented by a lecturer or a group of lecturers in DIT. The use case was compiled from an interview conducted as part of **DIT's RAFT project (2013-14)**, the aim of which was to provide a database of assessment practices designed and implemented by academic staff across DIT.



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Lecturer and Contact Details

Kerry Meakin

Programme and year on which assessment was offered

BA Visual Merchandising and Display, Years 1-2

Description

The second year VM & Display students are given a brief to research, design and style a 'Catwalk Show'. This brief is one of three they are given for a 15 credit module in 'Fashion & Styling' in the second semester. Individually students research a theme and remodel an outfit based on their research, the outfit is modelled (taking in consideration of make-up and hair) in a Catwalk Show. The venue is a studio, which as a group, the students must design, make and gather props and dress to emulate the theme. Students must photograph their outfits and compile a catalogue, design and print invitations, provide music, a compere and hospitality for the show. This brief takes place over 4 to 5 weeks and as part of the assessment, students are asked to mark themselves and their peers on their group participation. The students are given marking criteria and if marking themselves or their peers below 40% or over 70% they are requested to write a sentence explaining the reasons why.

Why did you use this Assessment?

This assessment method allows the student to consider the worth of their contribution to the group part of the project. The mark is worth 35% of the overall mark for this project, marks are divided as follows; Tutors mark - Research 30%, Analysis & development 15%, Final Presentation 20%. Students Mark - You as students will be marking your peers and your own input on the group aspect of this project and this mark will equate to 35% of the overall mark for this project. As these students will be on work placement in 3rd year for two days a week throughout the following academic year, this assessment allows them to consider their contribution to the group and how they may need to improve in a real life team situation.

Why did you change to this form of assessment?

Originally assessment was based on the tutors mark only. However, it was hard to mark the group aspect of the project as much of the activity happened outside the class setting. The students assessing themselves and their peers was trialled and was very successful and gave the lecturers involved a clearer insight into student participation.

How do you give feedback to students?

The students mark is gathered very quickly after the event, ideally the next day. The marks are collated and an average mark per student is worked out. The students are then individually spoken to, the mark they gave themselves is discussed as is their average mark from their peers.

What have you found are the advantages of using this form of assessment?

- Easier for lecturers to determine the students who immersed themselves in the group project.
- Students feel they have more autonomy in the marking process.

What have you found are the dis-advantages of using this form of assessment?

- Not all students like or are capable of working in a team.
- Need to be aware of personality clashes, although this does not seem to effect the marking

If another lecturer was using this assessment method would you have any tips for them?

Do make sure the students are fully informed of the marking criteria at the beginning of the project.

Do you have any feedback from students about this assessment?

The students find it a very fair system, particularly for this type of project. Some students are surprised at the perception they have of their contribution is different from their peers.

Additional Resources

- Catwalk Assessment (see below)

CATWALK ASSESSMENT

You, the participants of the Catwalk Show will be assessing yourself and the other participants. Your mark for your fellow classmates will be an assessment of their participation not a mark based on personality or personal relationships. The mark you give your peers will not be disclosed to them. You have previously been assessed and marked on your research and this equates to **30%** of the total mark of the Catwalk Project. The assessment that you are marking will make up **35%** and the tutors mark the remaining **35%**.

Please mark your fellow students out of **100%**. We ask that you are honest in your assessment and considering the follow criteria below choose a percentage within the bracket that best represents you and your fellow student's participation and completion of tasks. An average of the overall mark will be calculated and allocated. Please circle your own name on the list.

IF MARKING 70% OR ABOVE OR 40% OR BELOW PLEASE WRITE A SENTENCE EXPLAINING YOUR REASON.

POOR 0-40% Did not fulfil most or any of promised tasks.

GOOD 40-55% Met with most promised tasks, functioned well as part of the team, took direction and contributed to the planning stage.

VERY GOOD 55-70% Completed all promised tasks, met all deadlines, and went above and beyond expected participation. A very strong team member.

EXCELLENT 70-100% Completed and directed tasks, excellent team member listening to and valuing opinions, excellent communication skills.