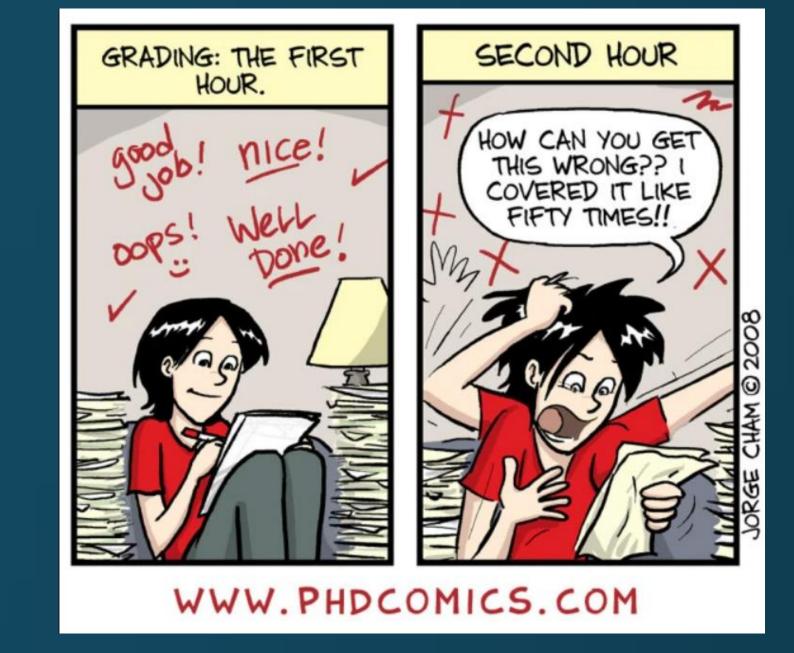
Everyone Assessor Jeroen Rouwkema

Student peer assessment

Peer assessment can be used as a tool to provide insight in how student peers approach a problem or an assignment, or as a tool to alleviate the workload of a teacher. For both goals, peer assessment can be used as a formative or summative assessment tool. By delegating part of the assessment tasks to students who are not trained or skilled in assessment, proper implementation of peer assessment is needed to ensure assessment validity and reliability. Even though it is possible to use summative peer assessment in a way that safeguards the quality of assessment, doing so is complex and will often require additional training of the examiner. As such, improper use of summative peer assessment can be a risk for the safeguarding of assessment quality in a program.



Validity, reliability & transparency

The way that peer assessment is carried out will influence the validity, reliability, and transparency of the assessment task.

Own experience

Do you think it can be used for grading (peer assessment)?

9 responses

grading.

research proposals.

Does it help that the review process is blinded? 9 responses At the moment, the peer review process is not being used for grading of the proposal assignment. 77.8% Maybe the scoring in the peer review can be taken into account when the grades are being made but I do not think a grading only based on the peers is useful. I do not think the students have enough expertise in grading research proposals as most of them have not much or not at all expereience reading or writing

Yes I think this is difficult to implement since not everyone is putting the same amount of effort into peer No, it would be better to have a nonblinded approach For me it does not make a difference

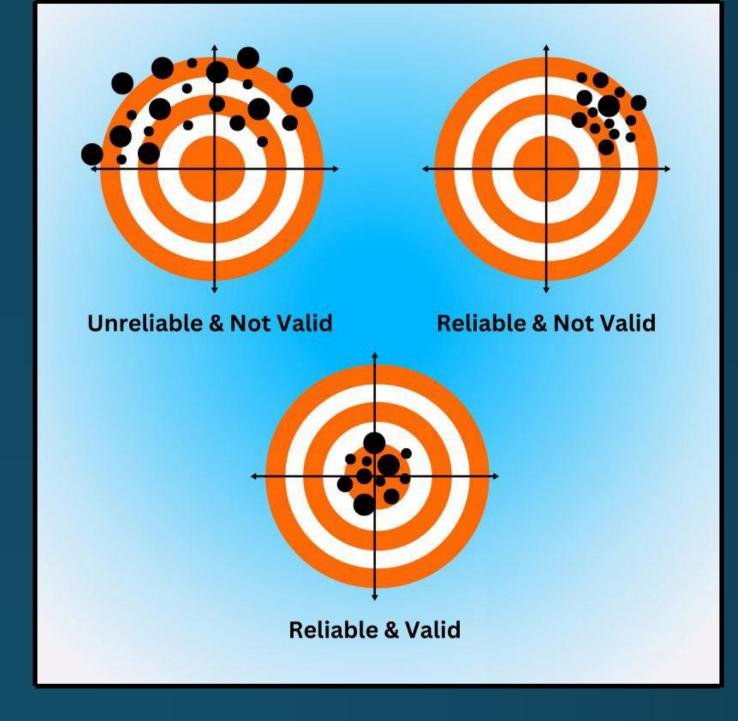
could be, but the teachers grading must always be leading. It could be used as a suggestion to the teachers but not to be part of the grading itself.

I think it is difficult to say. You cant give an insufficient to the person with the lowest grade in the peer feedback. It might be that all papers are just really good, but some are just a little better. Using it for grading is quite controversial in my opinion. (also names were visible in the budget forms, so students could give their friends higher grades, independent of the quality of their work.)

I think it is best to leave that for the lecturers since the students can not really be considered experts yet. it might be a good incentive to give the top 3 from each group a small bonus to their grade.

used peer assessment in my MSc course 3D Bioprinting for the evaluation of research proposals. I conducted an evaluation questionnaire after the course.

Overall, students appreciated the inclusion of peer assessment and they indicated they learned a lot from the work of other students. As also shown in previous literature, students were not supportive of their peer assessment being used for the grading of the assignments.



To ensure that the assessment is performed in a proper fashion, the following questions should be carefully addressed:

- How will students be prepared for their assessment task?
- Is it clear for the students what criteria they should assess at what level?
- Are the examiner and students aware of biases potential connected to peer assessment?

Conclusions

An instruction leaflet containing rules and best practices for the use of summative peer assessment should be developed to enhance the assessment competence of examiners using this assessment tool.

It is important to have an overview of the courses that use summative peer assessment in a program to assess whether this assessment format poses a potential threat to the safeguarding of assessment quality.

- Will peer assessment result in feedback, ranking (ordinal), or rating (cardinal)?
- Should assessment be caried out in a (double) blinded fashion?
- How many assessors will be needed per assignment?
- How will the examiner use the peer assessment results for the final grading of the students?

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