Everyone Assessor

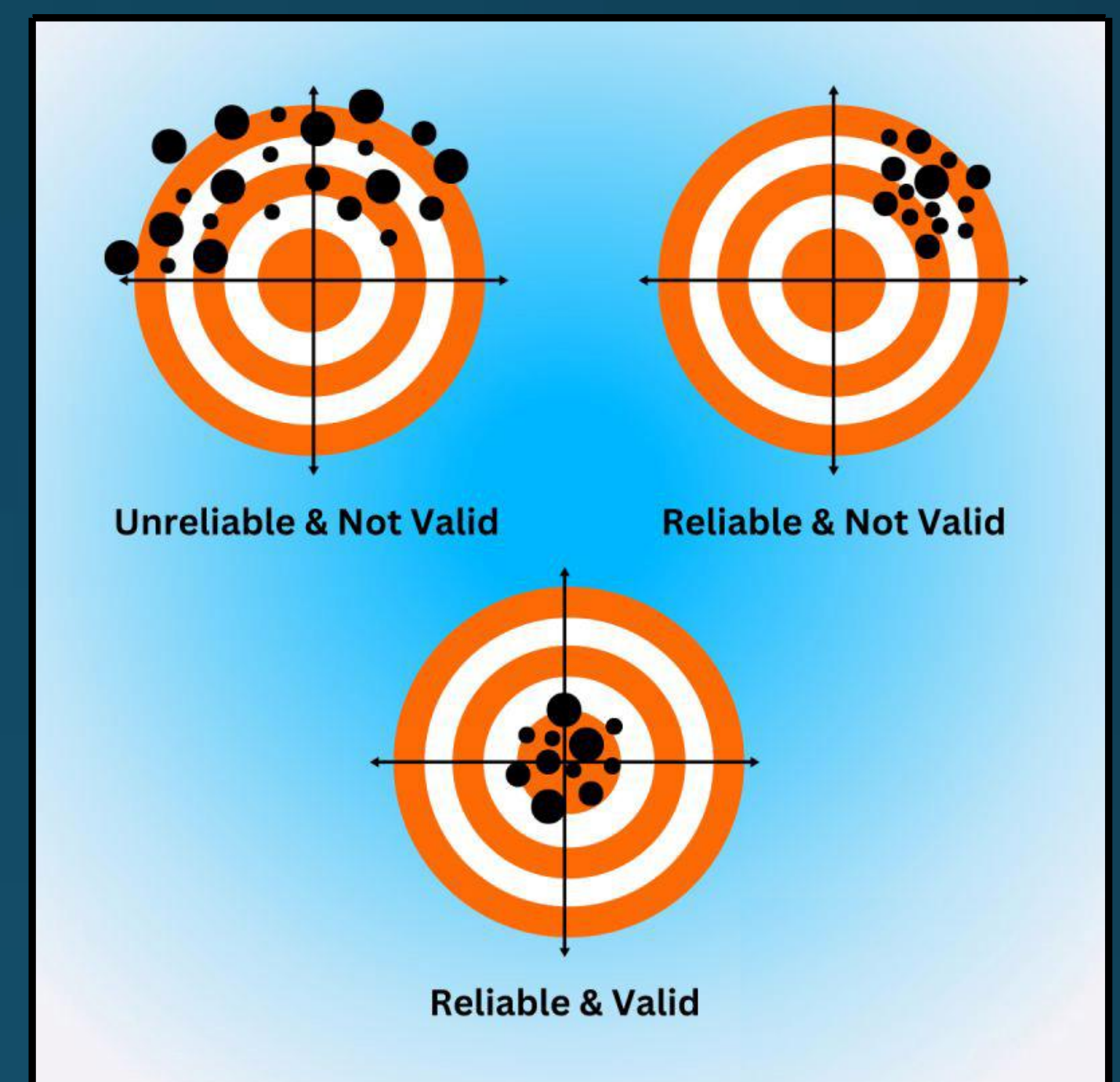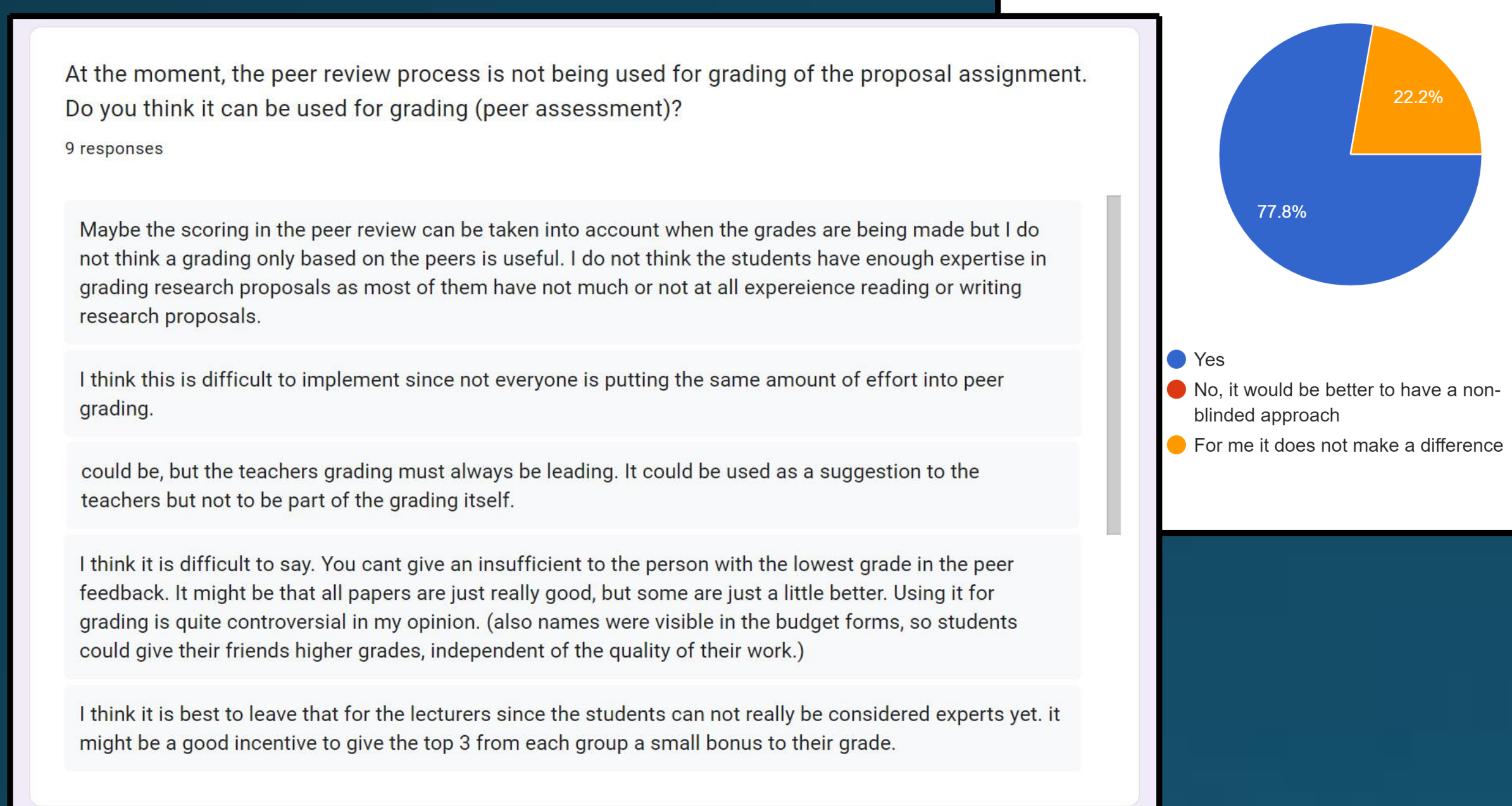## *Jeroen Rouwkema*

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.

Own experience

I 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.

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.

Validity, reliability & transparency

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

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 potential biases connected to peer assessment?

- 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?

UNIVERSITY OF TWENTE.