



Teaching toolkits

Peer assessment

Students grade and/or give feedback comments on each other's work.

You can use either:

- **formative** work that does not receive a mark towards the final grade, or
- **summative** work which counts towards final grades and degree classifications.

Examples could include group work participation, oral presentations, essays and lab reports.

Educational benefits for your students

Involving students in assessment is a valuable way to help them understand assessment criteria and academic requirements.

Peer assessment can be especially valuable for international students who may have little understanding of UK assessments practice and can also help students from diverse backgrounds transitioning to university.

How to build peer assessment into your teaching

Preparation

Good preparation is essential. Most problems with peer assessment arise because learners have not been adequately prepared.

Introduce peer assessment and explain how it will help students. Without this justification, students might think they are just doing your marking.

Good planning should also include 'low risk' or practice activities such as guided marking – where students mark and discuss previously-submitted assignments with peers and the teacher.

Give guidance on how to write constructive feedback.

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Feedback form

Use a feedback form to guide student feedback comments.

The 'Using proformas' toolkit on the Teaching and Learning Portal has an example of a feedback form to download.

Anonymisation

Where possible, ensure assignments are submitted and graded anonymously.

Moodle Workshop can be used to manage online peer assessment.

Digital Education can advise.
(digi-ed@ucl.ac.uk)

Rehearsal marking

For summative peer assessment, arrange both a briefing session and a rehearsal marking session.

After submission of the assignment, distribute three sample assignments to the whole cohort.

Discuss these samples either online or in a lecture/seminar and clarify any difficult content.

Moderation and complaints

All assessments at UCL must be robust and fair.

Ensure that all peer assessor marks are moderated and that students are reassured of this.

Set up and inform students of the complaints procedure.

Following these steps will ensure trustworthiness of the feedback and it will build students' confidence in the fairness of the marks.

Where to find help and support

arena@ucl.ac.uk: contact the UCL Arena Centre

We have a range of assessment and feedback toolkits on the Teaching and Learning Portal, including:

- 6 key steps to develop good feedback
- Assessing group work
- Assessing students multimedia assignments
- Assessment and feedback resources
- Enhancing and giving quicker feedback
- Guided marking
- Helping students understand assessment
- Oral assessment
- Peer assessment
- Preparing students for exams using feedback
- TESTA (Transforming experience of students through assessment)
- Using proformas for feedback

bit.ly/PeerAssessmentToolkit: to access this full online guide, including links and further resources.

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