Tools to Use in Assessments

III. Self - and Peer Assessments

Self-Assessments
Self-assessments are valuable sources of information for the students and teachers alike. Self-assessments enable students to examine their own work and to reflect upon their accomplishments and progress in attaining the identified goals and objectives. Moreover, self-assessments help students develop the critical thinking and evaluative skills which are the basis for future learning. Self-assessments empower students by helping them take responsibility for their own learning.

Self-assessments can be carried out in a variety of ways such as the following:

- Checklists and rubrics
- Reflection pieces, learning logs, and journals
- Conversations, conferences, and interviews

1. Checklists and Rubrics.
Checklists and rubrics are two of the possible means of engaging students in self-assessment. Both the checklist and the rubric can stand alone or can become part of a larger assessment component when they are entered in a portfolio. Additionally, students can be even more involved in self-assessment when they are asked to develop the rubrics.

However, all students are not familiar nor comfortable with self-assessment and may need some guidance and modeling to help them proceed. This is especially true in the writing process when students are involved in revising and editing their own work because they have difficulty identifying their own mistakes. To
lead students in their revision, the teacher may ask questions and may give clues.

For this reason, students may benefit from the structure of checklists to guide them in revising and editing their own work.

Checklists can be generic and applied to a skill or can be tailored to specific assignments. Students who are first introduced to self-assessment benefit from more structured and specific checklists while students who are feeling comfortable with self-assessment have developed and internalized the necessary monitoring skills and thus need less guidance.

2. Reflection Entries, Learning Logs, and Journals
Reflection pieces and learning logs are written entries in which students reflect on what they have learned and how they have learned it. Reflection pieces can take many forms and are useful tools for students of all levels to monitor themselves. They are an integral and possibly the most important part of a portfolio as they allow students to evaluate their own work, justify their reason for selecting specific entries, and set their own goals for improvement (see section on Portfolio, page 178 and Learning Logs and Journals, page 163 for additional information). The use of learning logs and journals is especially helpful to gain an understanding of the students’ own view over their learning.

3. Conversations, Conferences, and Interviews
Conferences and interviews can be used as a part of the assessment process. They can take place with student and teacher one-on-one, with several students, or even with the entire class. During conferences and interviews, students have an opportunity to talk about their own learning. To facilitate discussion, the teacher may want to ask some questions such as: “How did you prepare for this activity?” or “What would you do differently next time?” These questions help students reflect, redirect their own learning,
and develop a sense of themselves as knowledgeable and skilled learners.

Conferences and interviews may vary in their focus with each student in the class. During these interactions, student and teacher speak openly about the student learning goal, where the student is in reaching these goals, and what strategies may be implemented for meeting the goals.

Conferencing is especially useful when it is conducted regularly throughout the year to monitor the student’s progress and difficulty and to provide some feedback. In addition, it is extremely effective with students who are experiencing some difficulty and who may need individual attention.
Figure 59 - Class Participation Rubric (page 1 of 2)

Directions for Use

To Teachers:  
It is strongly suggested that the teacher allow the class to go through the process of setting the rubric so that they will “buy into” it. The success of this assessment depends on the students’ acceptance of this set of criteria and this process of accountability via self-evaluation. However it is likely that teachers will need to dictate certain “rules.” You may want each student to think about these criteria individually first and then allow group discussions before reporting to the whole class.

Setting Standards for Daily Class Participation Grades with an Emphasis on Speaking the Language

To Students:  
Many of you have already helped set standards or rubrics for achievement in various skills in other classes. You know that it is necessary to determine criteria for receiving certain grades. In the spaces below, please describe to the best of your ability how you think a good, mature student should perform daily in this class. You will be helping to set the performance standard for your daily class participation grade.

Look at the following criteria. Think about which ones should be considered in determining the description of each standard listed below. Some are negative and should be avoided. Some may not be appropriate for consideration in determining the grade. Which criteria are basic for building a successful year in this class?

<table>
<thead>
<tr>
<th>Attentiveness</th>
<th>Bringing excuses for absences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of hall pass</td>
<td>Necessary materials</td>
</tr>
<tr>
<td>Preparation outside class</td>
<td>Homework</td>
</tr>
<tr>
<td>Attitude</td>
<td>Responsibility</td>
</tr>
<tr>
<td>On-task performance</td>
<td>Leadership</td>
</tr>
<tr>
<td>Work from other classes</td>
<td>Loud, boisterous behavior</td>
</tr>
<tr>
<td>Distracting others</td>
<td></td>
</tr>
</tbody>
</table>
Listening  Writing notes to friends
Communicating  Monopolizing other’s
Tardiness  attention
Attendance  Speaking the language
          Contribution of special
talents
Volunteering

Others:

Developed by the Winston-Salem/Forsyth team

**Figure 60 - Class Participation Rubric** (page 2 of 2)

Now write a brief narrative using the criteria in the previous page to describe what a student should do to attain each standard below. Bear in mind that a student should always try to do his/her best. Not trying is failing.

**A plus day!**
You really worked at your maximum potential for this particular day. In fact, you achieved well above your highest expectations.

**B plus day!**
The quality of your participation for the day was excellent, but didn’t quite have that sparkle that makes it an A plus day.

**C plus day!**
The quality of your participation for the day was good, but you usually are able to reach a higher standard.

**D day!**
This just wasn’t your day!

F day!
You did not try.

Developed by the Winston-Salem/Forsyth team

**Figure 61 - Sample Self-Assessment Checklist**

Check the box when you feel ready to be tested by your teacher

<table>
<thead>
<tr>
<th>Time, Price, and Shopping</th>
<th>St</th>
<th>T</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I can ask what the time is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I can say what the time is</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can ask how much something costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. I can say how much something costs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. I can ask for three items in a shop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. I am familiar with Spanish/French/German currency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can ask what others do with their money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. I can say what I do with my money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. I have designed and labeled a shop window</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. I can read a list and select the objects corresponding to the items on the list</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
My Assessment
I enjoyed:
I was pleased with:
I am good at:
I would like to improve:
I have also:

Teacher Comment

Parent Signature and Comment:

Figure 62 - Sample Self-Assessment Checklist for Family

Checklist for Description of Family

1. Do you have a title?
2. Have you named the persons in your family?
3. Have you included name, age, job, and brief description for each member?
4. Have you used complete sentences?
5. Have you checked for use of masculine and feminine?
6. Have you corrected errors in spelling, capitalization and punctuation?

Figure 63 - Sample Self-Assessment Checklist for Narrative Writing
Checklist for Narrative Writing

1. Does your story have a beginning, a middle, and an end?
2. Is the main idea clear?
3. Are there supporting details?
4. Are the events sequenced logically?
5. Have you varied your sentences?
6. Are you using complete sentences?
7. Have you corrected errors in spelling, capitalization, and punctuation?
8. Have you paid special attention to the use of the past tenses?

Figure 64 - Sample Self-Assessment Checklist for Writing
Name:___________________________________________

Date:____________________________________________

Title of Work:_____________________________________

Attention to the task
1. I stated my purpose clearly
2. The information I gave is related to the topic
3. I gave a lot of information about the topic

Grammar (Accuracy)
1. I spelled words correctly
2. I checked punctuation
3. I verified agreements (subject-verb, adjective-noun, article-noun)

Vocabulary
1. I used descriptive words
2. I used new words
3. I did not use English words

Cohesiveness of Discourse
1. I used a title
2. I used a beginning, middle and end
3. I organized my ideas

Comprehensibility of Communication
1. Two other students read my paper and made suggestions

Figure 65 - Self-Assessment Rubric for Being a Collaborative Worker
- I do not participate in the group.

- I am disruptive.

- I work by myself and not with others.

- I work a little, but I still disrupt group efforts.

- I help to get the group off task by talking excessively about other topics.

- I let other group members do more work than I do.

- I rarely contribute to discussions.

- I do not let others contribute to discussions because I feel I should do most of the work.

- I usually stay focused and on task.

- I help other group members do the same.

- I help all group members share tasks equally, listen equally, and participate equally.

- I can take on any role within group when necessary to complete the project.

- I am a true team player because I help all group members share tasks equally, listen equally, and participate equally.

- I stay focused on group project, and I help others do the same.
**Figure 66 - Self-Assessment Checklist. Summertime Fun (HS)**

Name:__________________ Class: ___________ Date:_____

I CAN...

____ 1. tell my friends where I am going.

____ 2. tell what I am going to do.

____ 3. list, orally and in writing, what I am taking on my trip.

____ 4. ask another person what he/she is taking.

____ 5. go to the store and ask the salesperson for what I need.

____ 6. count money to pay for my supplies.

____ 7. ask and give directions in case I get lost.

____ 8. read a map.

____ 9. listen to a weather report and understand what weather I may encounter.

____ 10. send a postcard to my penpal describing what I did on my trip.

This was fun because_____________________________________

_______________________________________________________

This was hard because____________________________________

_______________________________________________________

If I could redo this activity, I would______________________

_______________________________________________________
Parent Signature: ______________________

Developed by participants in the AAA project

Figure 67 - Student Self-Assessment of Foreign Language Performance for Lessons 3, 4, and 5

Name: ________________________ Grade: ______________________

<table>
<thead>
<tr>
<th>I CAN DO THE FOLLOWING</th>
<th>Agree</th>
<th>Somewhat</th>
<th>Can't</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking and Listening:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use the verb <em>ir</em>, and tell whether someone is going,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the form of transportation and at what time.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can listen to a discussion about the location of places</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>and answer questions giving locations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe family members, using possessive adjectives,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>family nouns and descriptive adjectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can tell my likes/dislikes to others using the verb <em>gustar</em>.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe myself or someone telling age, origin,</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>feelings, and physical characteristics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can identify the use of the verbs <em>ser</em> and <em>estar</em>, and</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conjugate them correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read a schedule in Spanish and answer questions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read short dialogues and answer questions to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>demonstrate understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write a weekly schedule, describing my daily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write sentences describing where I am or where</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>someone is going.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment, Articulation, and Accountability, 1999   115
Culture:
I have knowledge of and can discuss cultural and historical aspects of Puerto Rico and the Dominican Republic.

Instructions: This is your personalized self-assessment of what you have accomplished at this point in your study of Spanish. Go through this checklist and determine what you can successfully do and where you need improvement.

Developed by Charles Nichols, Eastern Wayne High School, Wayne County

Figure 68 - Self-Assessment Checklist. My Typical Daily Routine Paragraph

Name: ___________________________________________________________
Class: ___________________________ Date: ___________________________

Before you hand in your paragraph describing your typical daily routine, read through the checklist below. On the space provided, initial each statement that you feel describes your work. Give reasons for any of the items you cannot initial. Attach this sheet to your letter.

___I wrote my paragraph all in Spanish.
___I wrote a first draft.
___I showed my first draft to my partner ____ on ____ for ____ suggestions.
___I used some of my partner’s suggestions.
___I rewrote my paragraph.
___I headed my paper properly.

In my paragraph I included:
1. ___ the day of the week.
2. __at least ___ sentences.
3. __ at least different reflexive verbs.
4. __ I wrote about my activities in order, indicating the time of day.
5. __ I used the proper reflexive pronoun in its proper position.
6. __ I checked subject-verb agreement.
7. __ I checked my spelling.
8. __ I wrote neatly and legibly.

Developed by participants in the AAA project

**Figure 69 - How Well Did I Work in My Group Today?**

Color the happy faces if you agree.

Color the sad faces if you disagree.

1. I solve problems better when I work with a group than when I work alone.

2. I shared my ideas with my group.
3. I listened to the ideas of others in my group.

4. I told others in my group when I liked their ideas.

5. I can explain the problem my group worked on and the answer to others.

Source: Creating ‘Effective’ Student Assessments
**Figure 70 - Sample Learning Log**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Week of:</th>
</tr>
</thead>
</table>

*In the foreign language class, this week....*

1. I learned...

2. I used the foreign language outside of the classroom, for the following purposes...

3. I understood the following very well...

4. I am having difficulty with............because............

5. My plan for dealing with the difficulty I am having is...

6. What I like most about the class this week....

7. What the most frustrating thing about the class this week is...
Figure 71 - Self-Assessment on My Small Group Behavior

1. I perform well in small group work when__________
   __________________________________________________________________________
   __________________________________________________________________________

2. I don’t perform well in small group work when____
   __________________________________________________________________________
   __________________________________________________________________________

3. In small group work I often____________________
   __________________________________________________________________________
   __________________________________________________________________________

4. In small group work I get upset when__________
   __________________________________________________________________________
   __________________________________________________________________________

5. In small group work I help others by ________
   __________________________________________________________________________
   __________________________________________________________________________

6. In small group work others usually respond to me
   with (by)_________________________________________________________________
   __________________________________________________________________________

7. Things I like to do or learn best in small groups are__________________________
   __________________________________________________________________________

8. One piece of advice I have for the teacher when assigning me to a small group is _____________
   __________________________________________________________________________
Developed by Neila A. Connors, Positive Connections.
**Figure 72 - Weekly Foreign Language Evaluation Form**

| Name: __________________________ | Week Ending: __________ |

1. In class or out:
   - I learned these new words:
   - I practiced this phrase:
   - My biggest problem was:
   - My biggest success was:

2. What/where/when/how often:
   - I read:
     - I spoke:
     - I wrote:
     - I listened:

3. Class activities this week:
   - The most fun:
   - The most helpful:
   - The most confusing:

4. I need help with:

Peer Assessments

Peer assessments involve students in the evaluation of each other's work according to a set of criteria. Peer evaluations are helpful in fostering the development of analytical and evaluative skills as they afford students the opportunity to see different approaches and to take into account different components.

The Wayne County middle school students were ready to do their oral presentation in front of the class and to be assessed by their peers according to a rubric. Their Spanish teacher was especially concerned about one student who had a speech impediment. After that student did his oral presentation in front of the class, the teacher reported that the other students were very fair in their assessment of his performance and were able to take into account all the criteria listed on the rubric and not concentrate solely on his speech.

Peer Editing

Peer assessment is especially helpful when students are engaged in the editing phase of the writing process. Peer editing fosters a non-threatening environment and encourages students to develop monitoring skills. However, one of the major concerns about peer editing is that lower level learners are not be able to find their own errors, much less those of their peers and at times they are unable to understand what other students have said and/or written. Another factor to consider is that students are often hesitant to criticize the work of their peers. For these reasons, teachers need to train students to critique each other's work and need to provide some structure to guide them in their review.

When students are reviewing a peer’s writing, questions such as "Are there lines that are not clear?", "Tell the author two or three things you
liked about the paper." or "Can you make one specific suggestion for improving the paper?" provide some guidance to students as they learn to become good critics.

Claire Gaudiani (1981) suggests a class editing process where more advanced students help one another improve their drafts through a series of "passes." Each week, a small group of students provides for all others a mimeographed copy of a first draft on an assigned theme. She suggests that the composition include a three-line triple space to allow for written comments. Following is a description of the process:

**Figure 73 - Peer Editing**

1. **Comprehension of meaning**
   Students listen as one of the students who wrote reads his/her composition aloud. Students ask for clarification of words and expressions.

2. **Correction of grammar**
   The teacher reads each sentence of the composition and asks the class and the author to provide needed grammatical corrections.

3. **Analysis/Prose/Style**
   Students read the composition another time and look at specific aspects such as paragraphing, use of topic sentences, etc.

4. **Overview/Synthesis**
   Class offers general comments on the effectiveness of the composition as a whole in communicating the message.

Students may work on writing samples provided from outside their own group thus eliminating the reluctance to critique the samples for fear of hurting a classmate's feelings. Another option would be to conduct this process with a smaller group composed of four or five students.
Another effective way to arrange careful editing is through "clocking" (source unknown).
Figure 74 - Peer Editing

1. Students place blank sheets (or prepared check lists) on top of their composition so that the checkers do not write directly on their work.

2. Students are instructed to exchange papers in an orderly fashion (e.g., with the students in the row next to them).

3. Students initial the top sheet taking responsibility for what they are editing.

4. Students are instructed to look for a certain type of problem in the composition. They either note the problems they found or they write OK on the top page next to their initials.

5. Half of the students (e.g., every other row) move a seat. Students now have a new partner to exchange papers when instructed. They again initial the top sheet and look for the kind of error assigned this time. Some of the things to have students check range from "Does this make sense?" to subject-verb agreement, to proper use of tenses, or to spelling.

6. Students return the papers to the original writers who conduct the final edit, reviewing all comments made by their peers.

Another option to facilitate the editing process through peer evaluation is to provide a checklist to be filled by the peer evaluators or a form to guide their comments. Samples are included in the following pages.
**Figure 75 - Peer Editing and Revising Guidelines**

<table>
<thead>
<tr>
<th>Edit #1</th>
<th>Editor</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content and Organization:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a check next to each statement you find to be true of this paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 1. This paper covers the topic assigned or chosen.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 2. The main ideas are clearly stated.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 3. The ideas are organized logically and support is given.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 4. It is easy to understand what the writer is trying to communicate.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 5. Spanish is used throughout with no English words or “Spanglish.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>If one of the above is not checked, please give the reason(s) below:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Please give at least two suggestions you feel would help improve this paper.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Edit #2</td>
<td>Editor</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Put a check next to each statement you find to be true of this paper.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 1. Appropriate word choice (no English or “Spanglish”).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 2. Correct subject/verb agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 3. Correct adjective/noun agreement.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 5. Correct use of definite/indefinite articles.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 6. Correct spelling (check dictionary!).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 7. Correct use of verbs and verb tenses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>_____ 8. Correct punctuation (check by reading aloud).</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Add any constructive comments or note any suggested revisions:</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Peer evaluation is not limited to the use of checklists. It can take many other forms. It can involve students in giving a written feedback or it can take place during a conversation designed to provide feedback among peers. As noted previously, students must be aware of the ground rules when evaluating others and may need to be reminded of the process through modeling of appropriate behavior and comments.

**Figure 76 - Peer Evaluation Form**

<table>
<thead>
<tr>
<th>Name: ______________________________ Date: ______</th>
</tr>
</thead>
</table>

**Is the purpose clear?**

YES NO

**Does it have a beginning, middle, and end?**

YES NO

**Can I understand it?**

YES NO

**One thing I like about this piece...**

**One thing I would change....**
Figure 77 - Peer Assessment Rubric for Restaurant Skits

Student Name: __________________ Date: __________

<table>
<thead>
<tr>
<th>Skit</th>
<th>Criteria</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presentatio</td>
<td>Read notes</td>
<td>Some notes</td>
<td>No notes used, fluent</td>
</tr>
<tr>
<td></td>
<td>Pronunciation</td>
<td>Poor, impairs</td>
<td>Some pronunciation errors but good</td>
<td>Almost no errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td>comprehensi</td>
<td>overall</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Comprehensibility</td>
<td>Presentatio</td>
<td>Parts of the presentation are not</td>
<td>Presentatio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>n makes no sense</td>
<td>clear</td>
<td>comprehensible</td>
</tr>
<tr>
<td></td>
<td>Preparation</td>
<td>Last minute</td>
<td>Needed more time to prepare</td>
<td>Well-organized and ready</td>
</tr>
<tr>
<td></td>
<td></td>
<td>effort</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Group Members Evaluation of Other Members in their Group (put an * next to your name and rate yourself as well)

<table>
<thead>
<tr>
<th>Group Work</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Members</td>
<td>Uncooperative</td>
<td>Slack</td>
<td>Fair Share</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Written Presentation

<table>
<thead>
<tr>
<th>Written Presentation</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neatness</td>
<td>Illegible</td>
<td>Barely legible</td>
<td>Clearly written</td>
</tr>
<tr>
<td>Readability</td>
<td>Spanglish</td>
<td>Grammatical</td>
<td>Almost no</td>
</tr>
<tr>
<td>mistakes impair comprehension</td>
<td>errors</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County
## Figure 78 - Speech or Oral Report Rubric for Peer Assessment

<table>
<thead>
<tr>
<th><strong>Student Name:</strong></th>
<th></th>
</tr>
</thead>
</table>

### Body Language:
Presenter was:  
- [ ] Very confident  
- [ ] Somewhat confident  
- [ ] Not at all confident

### Eye Contact:
Established eye contact with the audience:  
- [ ] Yes, consistently  
- [ ] Yes, sometimes  
- [ ] No, not at all

### Introduction:
Captured the attention of the audience:  
- [ ] Very effectively  
- [ ] Somewhat effectively  
- [ ] Not at all effectively

### Projection:
Strong:  
- [ ] Yes  
- [ ] No, needs improvement

### Presenter Added Variety by:
Varying pitch:  
- [ ] Yes  
- [ ] No, needs improvement

Using descriptive/vivid words and phrases:  
- [ ] Yes  
- [ ] No, needs improvement

### Demonstrated Planning by:
Using visuals effectively:  
- [ ] Yes  
- [ ] No, needs improvement

Using Notecards:  
- [ ] Yes  
- [ ] No, needs improvement

Staying within the allotted time:  
- [ ] Yes  
- [ ] No, needs improvement

### Content:
Organized:  
- [ ] Very much  
- [ ] Somewhat effectively  
- [ ] Not at all effectively

Ending:  
- [ ] Very strong  
- [ ] Somewhat strongly  
- [ ] Not at all effectively

Answered questions from the audience:  
- [ ] Very effectively  
- [ ] Somewhat effectively  
- [ ] Not at all effectively

### Comments:

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Assessment, Articulation, and Accountability, 1999 132
Source: Creating ‘Effective’ Assessments, 1996.