Sample Self & Peer Assessments
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?

Attentiveness
Use of hall pass
Preparation outside class
Attitude
On-task performance
Work from other classes
Distracting others

Bringing excuses for absences
Necessary materials
Homework
Responsibility
Leadership
Loud, boisterous behavior
Listening  Writing notes to friends
Communicating  Monopolizing other’s
Tardiness  attention
Attendance  Speaking the language
Others:  Contribution of special
talents
Volunteering

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>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>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</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>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>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

<table>
<thead>
<tr>
<th>Checklist for Description of Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Do you have a title?</td>
</tr>
<tr>
<td>2. Have you named the persons in your family?</td>
</tr>
<tr>
<td>3. Have you included name, age, job, and brief description for each member?</td>
</tr>
<tr>
<td>4. Have you used complete sentences?</td>
</tr>
<tr>
<td>5. Have you checked for use of masculine and feminine?</td>
</tr>
<tr>
<td>6. Have you corrected errors in spelling, capitalization and punctuation?</td>
</tr>
</tbody>
</table>

**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
<table>
<thead>
<tr>
<th>- I do not participate in the group.</th>
<th>- I work by myself and not with others.</th>
<th>- I usually stay focused and on task.</th>
<th>- I can take on any role within group when necessary to complete the project.</th>
</tr>
</thead>
<tbody>
<tr>
<td>- I am disruptive.</td>
<td>- I work a little, but I still disrupt group efforts.</td>
<td>- I help other group members do the same.</td>
<td>- I am a true team player because I help all group members share tasks equally, listen equally, and participate equally.</td>
</tr>
<tr>
<td></td>
<td>- I help to get the group off task by talking excessively about other topics.</td>
<td>- I help all group members share tasks equally, listen equally, and participate equally.</td>
<td>- I stay focused on group project, and I help others do the same.</td>
</tr>
<tr>
<td></td>
<td>- I let other group members do more work than I do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I rarely contribute to discussions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I do not let others contribute to discussions because I feel I should do most of the work.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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_____________________

_____________________________________________________
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><strong>Speaking and Listening:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can use the verb <em>ir</em>, and tell where someone is going, 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 and answer questions giving locations.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can describe family members, using possessive adjectives, 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, 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 conjugate them correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read a schedule in Spanish and answer questions about it.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can read short dialogues and answer questions to demonstrate understanding.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write a weekly schedule, describing my daily activities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can write sentences describing where I am or where someone is going.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**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:

Adapted from and ESL Evaluation Form by Dulany Alexander in
"The ESL Classroom as Community: How Self Assessment Can
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

Edit #1

Editor ______________________________

Content and Organization: Put a check next to each statement you find to be true of this paper.

_____ 1. This paper covers the topic assigned or chosen.

_____ 2. The main ideas are clearly stated.

_____ 3. The ideas are organized logically and support is given.

_____ 4. It is easy to understand what the writer is trying to communicate.

_____ 5. Spanish is used throughout with no English words or “Spanglish.”

If one of the above is not checked, please give the reason(s) below:

__________________________________________________________________________

Please give at least two suggestions you feel would help improve this paper.

1. ________________________________________________________________

2. ________________________________________________________________

Edit #2

Editor ______________________________

Mechanics: Put a check next to each statement you find to be true of this paper.

_____ 1. Appropriate word choice (no English or “Spanglish”).

_____ 2. Correct subject/verb agreement.

_____ 3. Correct adjective/noun agreement.


_____ 5. Correct use of definite/indefinite articles.

_____ 6. Correct spelling (check dictionary!).

_____ 7. Correct use of verbs and verb tenses.

_____ 8. Correct punctuation (check by reading aloud).

Add any constructive comments or note any suggested revisions:

________________________________________________________________________

________________________________________________________________________
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: ___________________________</th>
<th>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>Presentation</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 comprehension</td>
<td>Some pronunciation errors but good overall</td>
<td>Almost no errors</td>
</tr>
<tr>
<td></td>
<td>Comprehensibility</td>
<td>Presentation makes no sense</td>
<td>Parts of the presentation are not clear</td>
<td>Presentation comprehensible</td>
</tr>
<tr>
<td></td>
<td>Preparation</td>
<td>Last minute effort</td>
<td>Needed more time to prepare</td>
<td>Well-organized and ready</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</td>
<td>impair comprehension</td>
<td>errors</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

Student Name: ________________________________

Body Language:                   Eye Contact:
Presenter was:                  Established eye contact with the audience:
☑ Very confident                  ☐ Yes, consistently
☐ Somewhat confident              ☐ Yes, sometimes
☐ Not at all confident            ☐ No, not at all

Introduction:                   Projection:
Captured the attention of the audience Strong:
☑ Very effectively                ☐ Yes
☐ Somewhat effectively            ☐ No, needs improvement
☐ Not at all effectively

Presenter Added Variety by:
Varying pitch:                   Using descriptive/vivid words and phrases
☐ Yes                              ☐ Yes
☐ No, needs improvement

Demonstrated Planning by:
Using visuals effectively Using Notecards
Staying within the allotted time
☐ Yes                              ☐ Yes
☐ No, needs improvement

Content:
Organized Ending Answered questions for the audience
☐ Very much ☐ Very strong ☐ Very effectively
☐ Somewhat ☐ Somewhat strong ☐ Somewhat effectively
☐ Not at all ☐ Not at all ☐ Not at all effectively

Comments: