



Sample
Self & Peer
Assessments

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?

Attentiveness	Bringing excuses for absences
Use of hall pass	Necessary materials
Preparation outside class	Homework
Attitude	Responsibility
On-task performance	Leadership
Work from other classes	Loud, boisterous behavior
Distracting others	

Listening
Communicating
Tardiness
Attendance

Writing notes to friends
Monopolizing other's
attention
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

Time , Price, and Shopping		St	T	Date
1.	I can ask what the time is I can say what the time is			
2.	I can ask how much something costs I can say how much something costs			
3.	I can ask for three items in a shop			
4.	I am familiar with Spanish/French/German currency			
5.	I can ask what others do with their money I can say what I do with my money			
6.	I have designed and labeled a shop window			
7.	I can read a list and select the objects corresponding to the items on the list			

<p><u>My Assessment</u></p> <p>I enjoyed:</p> <p>I was pleased with:</p> <p>I am good at:</p> <p>I would like to improve:</p> <p>I have also:</p> <p><u>Teacher Comment</u></p> <p><u>Parent Signature and Comment:</u></p>

Figure 62 - Sample Self-Assessment Checklist for Family

<p>Checklist for Description of Family</p> <ol style="list-style-type: none">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

1	2	3	4
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<ul style="list-style-type: none"> - I do not participate in the group. - I am disruptive. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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.
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Developed by Information Technology Evaluation Services, NC
Department of Public Instruction

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: _____

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

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

Name: _____ Week of: _____

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...

Adapted from Chamot and O'Malley. The CALLA Handbook.

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
Work." Adventures in Assessment, 1993.

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.
- _____ 4. Correct use of pronouns (subject, object, possessives).
- _____ 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:

Source: Scott, Renée. ``Changing Teachers' Conceptions of Teaching Writing: A Collaborative Study.'' Foreign Language Annals, p. 246, Summer 1995.

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

Name: _____ Date: _____	

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: _____

Skit

Criteria	1	2	3
Presentatio n	Read notes	Some notes	No notes used, fluent
Pronunciati on	Poor, impairs comprehensi on	Some pronunciati on errors but good overall	Almost no errors
Comprehensi bi-lity	Presentatio n makes no sense	Parts of the presentatio n are not clear	Presentatio n comprehensi ble
Preparation	Last minute effort	Needed more time to prepare	Well- organized and ready

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

Group Work

	1	2	3
Members	Uncooperati ve	Slack	Fair Share
1.			
2.			
3.			
4.			

Written Presentation

	1	2	3
Neatness	Illegible	Barely legible	Clearly written
Readability	Spanglish	Grammatical	Almost no

		mistakes impair comprehensi on	errors
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Developed by Wanda Nieves, Eastern Wayne Middle School,
Wayne County

Figure 78 - Speech or Oral Report Rubric for Peer Assessment

Student Name: _____

Body Language:
 Presenter was: _____
 the audience:
 Very confident
 Somewhat confident
 Not at all confident

Eye Contact:
 Established eye contact with
 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:
 and phrases
 Yes
 No, needs improvement

Using descriptive/vivid words
 Yes
 No, needs improvement

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

Using Notecards
 Yes
 No, needs improvement

Content:
 Organized
 audience
 Very much
 Somewhat
 effectively
 Not at all
 effectively

Ending
 Very strong
 Somewhat strong
 Not at all

Answered questions from
 Very effectively
 Somewhat
 Not at all

Comments:

Source: Creating 'Effective' Assessments, 1996.