



Transcription: Peer assessment?

Rachel West

Art Teacher, Cambridge Regional College,
Cambridge, UK

Molly Morris

Art Student
Cambridge Regional College, Cambridge

Ellie Stratton

Art Student
Cambridge Regional College, Cambridge

Paige Edwards

Art Student
Cambridge Regional College, Cambridge

Rachel West: As an art teacher I use peer assessment a lot in my practice. To start off with, when we're doing peer assessment, we'll spend some time going through the assessment criteria. We look at the language it's written in and students try to translate that into language that is clear and understandable to them. They also try and think of the kind of evidence that they would be looking for to achieve each learning assessment criteria.

Ellie Stratton: So for our peer review we, sort of, looked through the criteria first. And then we, sort of, showed each other our work and went through it and explained our ideas. And then we, sort of, went about giving each other feedback. And it was quite useful because people, sort of, notice things that you necessarily wouldn't, like, notice about your own work. They can see, like, strengths and weaknesses which you might not be able to see yourself. And so it's useful. Because, especially when it's constructive criticism, and if you say, well that's not as strong as that, but this thing's really good and I think you should focus more on that, it, kind of, sets you in a different direction to what you necessarily would be going in if you hadn't have had that feedback from somebody else. I guess it helped me to see what were the best parts of it and which bits that I should take forward, because sometimes you can make, sort of, lots and lots of experiments and try lots of different things but it's difficult to actually see which ones work best. So by asking other people they help you to see what they think's good, and it's good to have somebody else's opinion, because sometimes you can think, oh, this is really what I want to do but it might not actually be the most successful idea, so it's useful to have another person's opinion.

Molly Morris: It was nice for me to be able to talk about my own work, because it sort of made my thought processes a lot clearer about what I was doing and my choices almost became more informed, because I knew, I was just talking about it, which was so helpful. Assessment Criteria was great actually. I find that the fact that you can compare each, sort of grading system for pass, merit distinction, it's really clear and it's nice to be able to know perhaps what bracket you may be sitting in, how you can improve your work, what needs to be done more than anything. A point that was raised really useful, is that when we come to getting our grades we'll understand the reason behind why we got it, rather than it just being flung out of no-where. I mean there wasn't anything necessarily to criticise, it was more a case of always moving on, developing what they can do to improve.

Video clip:
Paige

Right this is a non-art related resources, such as animals and personality, which I think you've done. But you could look more into it and actually evidence it into your book. Because, otherwise, no one's going to know that you've done that.

Because, we all know that you've done it upstairs but you haven't written it in your book.

Rachel West:

The most important thing about peer assessment, for me, is the way that it makes the students internalise the assessment criteria and to be able to apply that to each other's work. I think this really, really helps them to apply the assessment criteria to their own work and to be able to objectively reflect on what they're doing.

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