

Appendices

(1)

ECAD7004 – Observation sheet – School 1

Main question – Is peer assessment an affirmative method of ensuring progress?

Sub question – How does this affect pupils' self-confidence?

School: P	Date:		
Question:	Pupil 1	Pupil 2	Pupil 3
Pupils attitude towards the task	• Excited • Goes straight to the task to begin	• Takes time to think before beginning the task	• Talks to fellow pupil to discuss before beginning
How long does it take the pupils to complete the task?	Task - the full 40 minutes Peer Assessment - the full 20 minutes	Task- the full 40 minutes Peer Assessment - the full 20 minutes	Task – the full 40 minutes Peer Assessment – the full 20 minutes
Body language	• Open	• Relaxed	• Relaxed
Facial expression	• Alert • Excited	• Concentrating	• Happy to be discussing with fellow pupil what he/ she was going to write about

Is there an assessment criteria?

- Yes

Has the teacher made it clear how to peer assess?

- Teacher has explained the process of peer assessing
- Majority of the class have understood

How has the task been implemented?

- The class have been grouped in relation to their ability
- Teacher has explained task
- The teacher has made it clear that the success criteria must be implemented
- Teacher has given the pupils a set amount of time to complete the task
- Task stopped around three quarters of the way through to begin and explain peer assessment process

(2)

Interview questions for pupils

Part 1

1. How comfortable do you feel marking your peers work?

1 2 **3** 4 5

2. How comfortable do you feel when your peers mark your work?

1 2 **3** 4 5

3. Do you prefer the teacher marking your work as opposed to peers?

Yes / No

Why?

- Because the teachers are more likely to correct mistakes
- If our peers mark our work wrong, then we might keep doing this in other pieces of our work
- Some pupils can't understand my handwriting so I would rather the teacher mark it
- Teachers give better feedback

4. Do you see progress in your work after your peers have marked your work?

1 **2** 3 4 5

5. Do you read feedback/ suggestions provided to you at the end of your work once marked?

Yes / No

6. Are those suggestions useful to you?

Yes / No

Part 2

1. When your peers mark your work, does it affect your self-confidence? Why?

- Sometimes – if they say negative things it can make you feel down

- Sometimes peers can't understand my handwriting which makes me feel embarrassed
- Most of the time it doesn't

2. Do you learn by marking your peers work?

- Yes – I learn new words that I haven't heard of or used before
- I sometimes realise a mistake I have made on my own work

3. Do you think peer assessing is a fair method of assessment? Why?

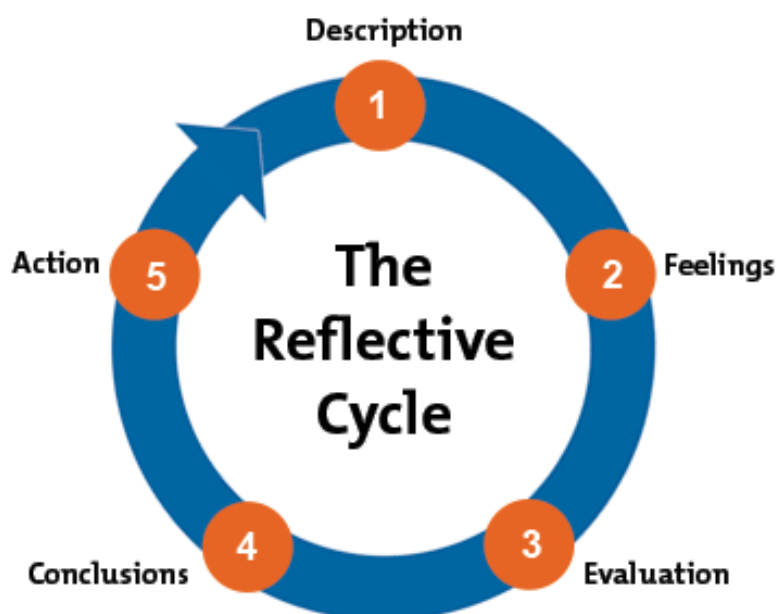
- It depends as sometimes peers favour other pupils and give them better marks
- It is fairer if the teacher marks it

4. Have you found this method of assessment useful today?

- Yes, as I have learnt new adjectives and verbs

(3)

Gibbs' Reflective Cycle (1988)



Description – what happened?	• Overall the lesson went well • Pupils were on task and seemed familiar with the peer assessing process
Feelings – How did you feel?	• I felt relaxed as the pupils were evidently familiar with the process • I felt that the pupils were confident in what they were supposed to be doing • I didn't feel as though there was enough time
Evaluation – what was good and bad about the experience?	• We need a better method to test whether or not the student had progressed • The pupils enjoyed the task of peer assessing and seemed comfortable doing so
Conclusion – what can you take from the situation?	• In order to answer our research question, within the next lesson study it is essential that we incorporate a plenary session in order to discover whether the pupils feel they have progressed
Action – what would you do if the situation was to reoccur?	• Provide an example at the beginning of the lesson due to time constraints • To incorporate a plenary

(4)

Example of pupil work

Dear Diary, I am writing to you to tell you about the best day of my life. Firstly I woke up on a unexplainable sunny day I had my weetabix and my milk which was as white as paper. After that I went outside and my eyes were in shock because the calm lake was a mirror.

All of a sudden I felt like my heart was going to jump out of my chest with the anxiety I was feeling. Although as soon as I walked into the changing room I felt as brave as a fierce lion. I felt pumped up and ready to win the world cup. However England the team we were playing were a different group they were the favourites heading towards the game. In contrast Wales the team I was playing for didn't care we were ready.

As soon as I crossed the line I changed. I was aggressive I was courageous I told my self I'm winning this game. It was a close game there was one point in it Josh Adams passed the ball to me my opponent was as big as a house. I took a breath in and ran. Somehow I flattened him I was in I scored with 13 seconds to go I was so thankful. After words I went up to Josh Adams and I said your a legend.

By for now got to go celebrate with the boys. Bye.

(5)

Work sheet provided

Requirements	Examples
Adjectives (words that describe)	Awful, brilliant, bright, great, huge, modern, depressed, courageous, cheerful, fantastic, valuable, filthy, adventurous, aggressive, handsome, caring, timid....
Verbs (doing words)	Whispered, mentioned, walked, shuffled, jogged, played, laughed, sprinted, shouted, scream, sigh, pull, dance....
Alliteration (a series of words that begin with the same letter)	Peter Piper picked a peck of pickled peppers, black bug bit a big black bear, I saw a saw that could out saw any other saw I ever saw, sheep should sleep in a shed, she sells sea shells on the sea shore....
Similes (comparing something to something else)	As brave as a lion, as big as a house, as busy as a bee, as cool as a cucumber, as light as a feather, as white as snow, as quick as lightening...
Metaphors (saying something <i>is</i> something else)	The snow was a white blanket, his eyes were ice as he stared at her, she had a heart of gold, life is a rollercoaster, her hair was silk, he was a pig...
Transition Words and Phrases (words and phrases that provide a connection between sentences)	However, unless, therefore, and, but, or, on one hand, in contrast, meanwhile, although, one the other hand, with that being said, also, finally...

(6)

Assessment Criteria

Peer Assessment

Group 1

Success Criteria	☑ / x
Adjectives - 8	/// ✓
Verbs - 5	/// ✓
Conjunctions - 5	/// ✓
Similes - 3	// x
Alliteration - 1	✓

Group 2

Success Criteria	☑ / x
Adjectives - 4	/// ✓
Verbs - 3	/// ✓
Conjunctions - 4	// x
Similes - 2	// ✓

Group 3

Success Criteria	✓ / x
Adjectives - 2	1 x
Verbs - 2	1 x
Conjunctions - 2	11 x ✓