***Student Expectations for peer assessment grading and peer assessment comments***

Adapted from Science Education Resource Center (2016): Guidelines for Students, Peer Review <https://serc.carleton.edu/introgeo/peerreview/tips.html>

* Await the solutions to be published before you start your peer review activities
* Before you make your first score, read through the solutions document
* Make sure you allow enough time for you to read the assessment thoroughly and respond thoughtfully
* Be rigorous, point out the strengths as well as the weaknesses of the assessment
* When assigning scores, comment on the reasons why points were reduced. Be considerate and offer suggestions, not directives.
* Comments should be appropriate and constructive. There is no need to be rude. Be respectful and considerate of the writer's feelings (for example, terms such as “lack of effort” or “you don’t have much work to show for all the time you spent” are not constructive, and are oftentimes hurtful and offensive.)
* Be sure that your comments are clear and text-specific so that your peer will know what you are referring to (for example, terms such as "unclear" or "vague" are too general to be helpful).
* As a reader, raise questions that cross your mind, points that may have not occurred to your peer
* Be careful not to let your own opinions bias your review (for example, don't suggest that your peer resubmit the assignment just because you don't agree with his/her approach).
* Reread your comments before submitting your review. Make sure your comments make sense and are easy to follow.

***Peer-Assessment Framework***

Adapted from Wride, M. (2017): Guide to Peer Assessment. Academic Practice, University of Dublin Trinity College <https://www.tcd.ie/CAPSL/>

The capacity to provide quality feedback to peers is a fundamental graduate skill. In giving and receiving feedback and in evaluating and reflecting on learning, students will 'learn how to learn' from and with each other.

*Why use peer assessments?*

In addition to helping the instructors with grading assignments, peer reviews offer student’s various learning opportunities:

* heightens the capacity for judgement and making intellectual choices
* encourages collaborative learning through consideration of what constitutes ‘good work’
* students gain a more sophisticated understanding of the gaps in their learning
* promotes ability of students to give and receive feedback, an important part of work contexts
* motivates students to have a ‘sense of ownership’ of the assessment process
* reduces the power imbalance between teacher and students
* students become active participants in a ‘community of practice’ and gain an identity within this community

To assuage concerns about quality in terms of effectiveness, acceptability, fairness, validity, reliability, accuracy and value of student assessments, we use the following framework:

* clear scoring criteria, aligned with the learning outcomes
* using anonymity of assessors
* having multiple assessors for each submission
* inspection of scores and reading of all comments by instructors
* moderation of student issues with assessments by instructors
* **median of the three peer review scores is the final score for the peer assessment submission**