

<b>Topic</b>	Peer assessment in science	<b>Level</b>	Teachers
<b>Outcomes</b>	1. To understand how to use peer assessment effectively in the classroom		

# Learning Goals



Make it clear where you are heading... we always cook the recipes with a photo!

# Peer assessment

Can be used by learners and their teachers to decide **where students are in their learning**, **where they need to go** and **how best to get there**

# Why?

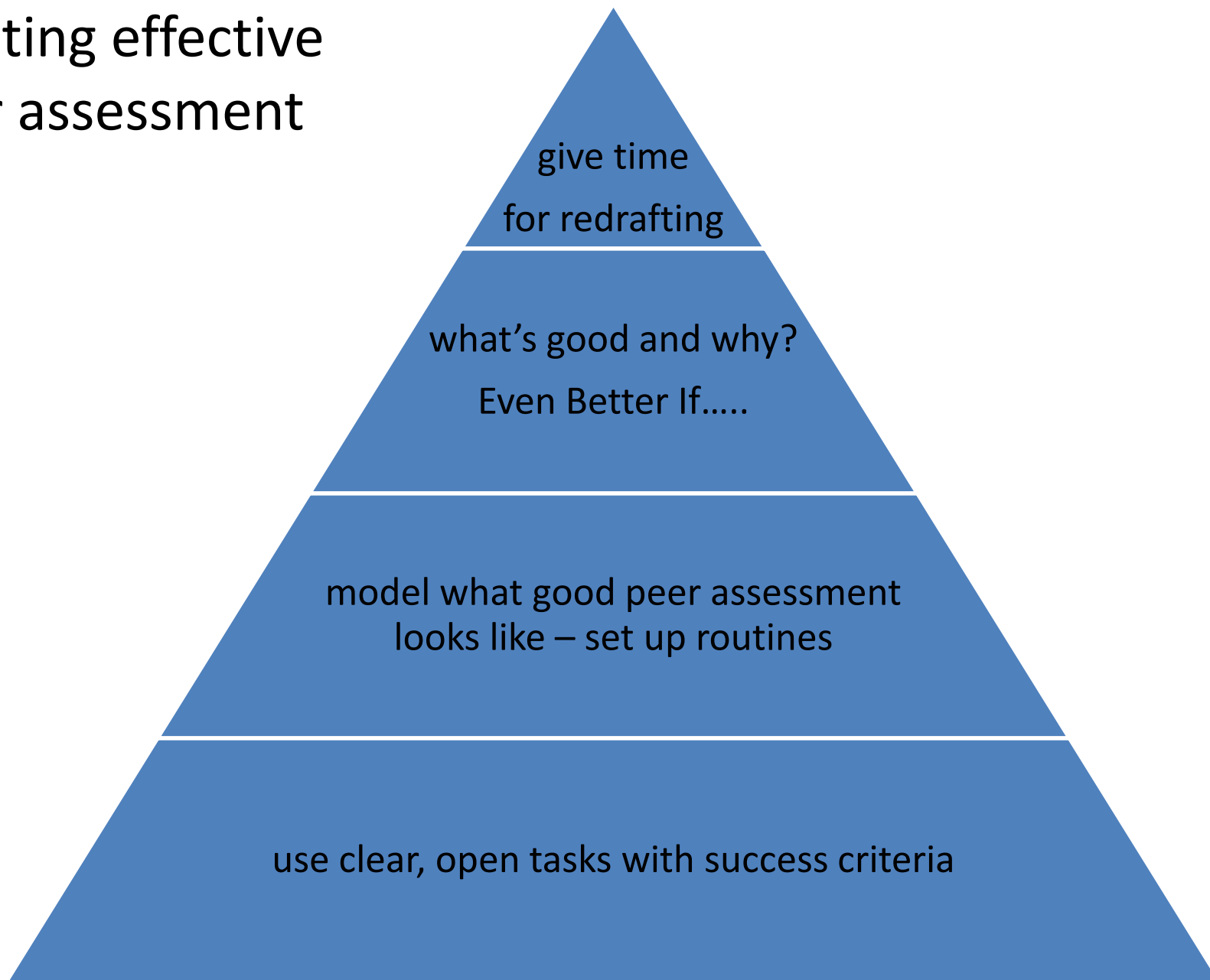
- Improved motivation
- Language used is understandable
- Peer feedback can command more attention
- Frees up the teacher to make interventions

<http://www.journeytoexcellence.org.uk/videos/expertspeakers/selfandpeerassessmentdylanwiliam.asp>

# Peer assessment



# Creating effective peer assessment



Goal: to be able to describe the key features of sponges



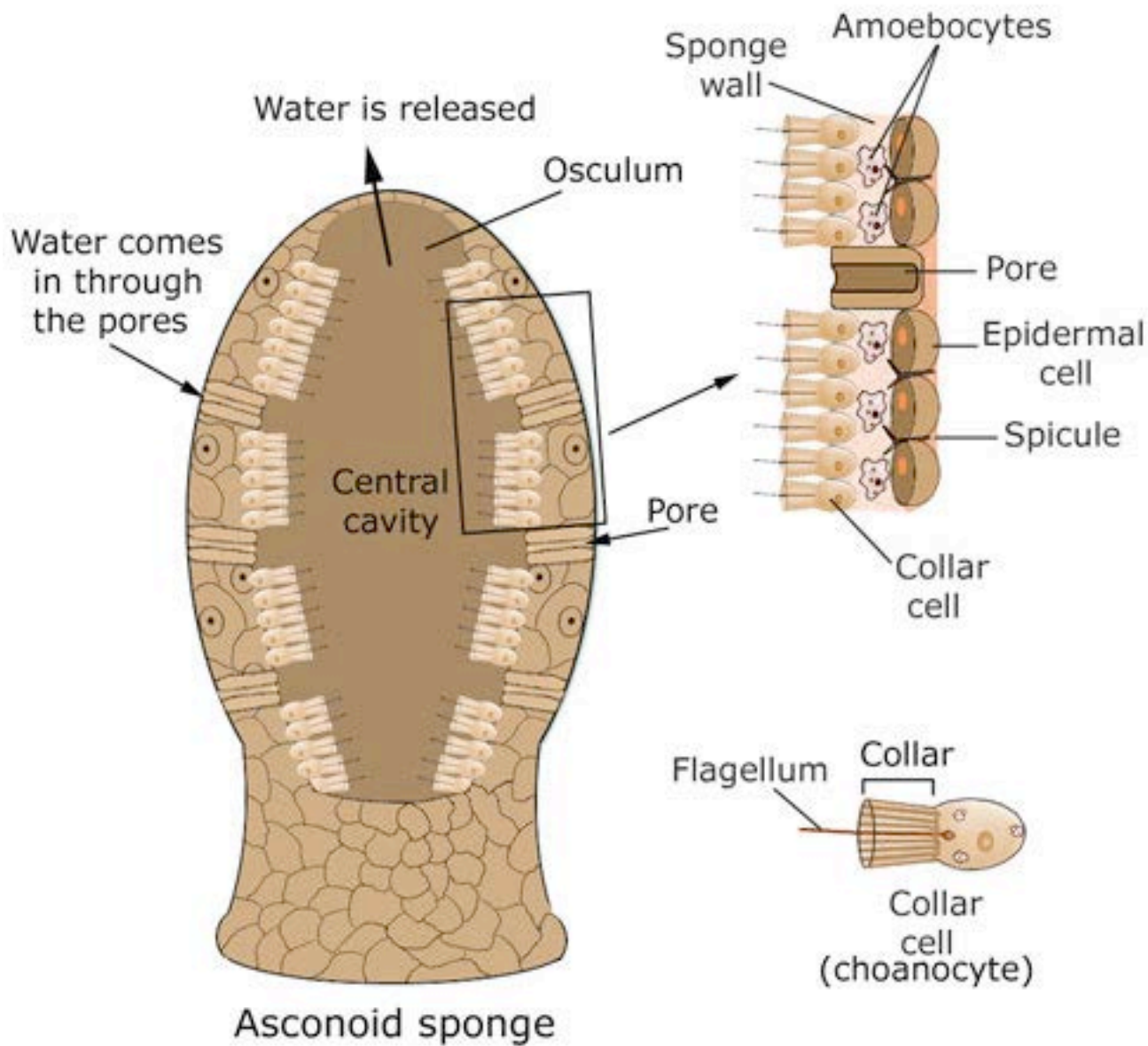
# Goal: to be able to describe the key features of sponges

## Success criteria shared

1. You correctly identify the Kingdom it is in
2. You describe how a sponge feeds
3. You describe the structure of a typical sponge
4. You describe how a sponge reproduces







# Goal: to be able to describe the key features of the sponges

1. You correctly identify the Kingdom
  - They are animals
2. You describe how a sponge feeds
  - They all live in water
  - Collar cells line the openings of the sponge and have hair-like projections that waft water into the main cavity – this draws in small food particles
3. You describe the structure of the sponge
  - Hard exoskeleton made from collagen and calcium
4. You describe how a sponge reproduces
  - They reproduce by both asexual and sexual reproduction
  - The sperm are released into the water and then fertilise eggs made by collar cells
  - Sponges can reproduce asexually by budding