<table>
<thead>
<tr>
<th>Topic</th>
<th>Peer assessment in science</th>
<th>Level</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong></td>
<td>1. To understand how to use peer assessment effectively in the classroom</td>
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</tbody>
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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
Peer assessment

- Formative
- Summative

http://www.journeytoexcellence.org.uk/videos/expertspeakers/selfandpeerassessmentdylanwiliam.asp
Creating effective peer assessment

- Use clear, open tasks with success criteria
- Model what good peer assessment looks like – set up routines
- What’s good and why? Even Better If.....
- Give time for redrafting
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