

## Student Self and Peer Assessment

To successfully engage in peer assessment, students need to understand the Learning Goal and Success Criteria – “the reference level being aimed for” (Sadler, 1989, p. 121). In addition to having clear criteria, students need to be taught to evaluate the work of others and offer constructive advice to their peers. Teachers need to plan opportunities during the lesson for peer assessment. Peer assessment is a useful way to help students engage in self-assessment. When students are involved in self-assessment, they can develop the skills of metacognition – thinking about their thinking – and self-regulation. Self-regulated learners monitor their learning, compare it to specific criteria, and then make adaptations to their learning strategies when they deem it necessary. Self-assessment needs to be taught and opportunities for self-assessment should be integrated into classroom routines as part of the formative assessment process.

*An important part of self and peer-assessment involves managing learning.*

### Managing Learning

Managing learning involves self-direction and taking initiative. In the process of managing their learning, students see themselves as active, capable learners who can make sense of, take risks with, and work on increasingly complex problems. When working with others, they know when to lead, when to follow, and when and how to act independently.

Students who manage themselves are mindful, resourceful, reliable, and resilient. They establish personal goals, make plans, monitor progress, and adapt their learning tactics when they need to do so.

They have strategies for meeting challenges and gain satisfaction from persevering to meet the high expectations they set for themselves.

