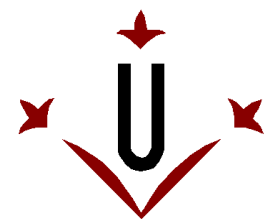


PEER ASSESSMENT IN SECONDARY EDUCATION

STUDENT: Thais Mena Orduña
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CONTEXT AND LEVEL

The Secondary School

IES Màrius Torres (Lleida)

Authentic learning

Students' autonomy and critical viewpoint

Objective assessment



Case Study

45 students: 1 ESO A and D

Assessment:

Teacher-centred

Traditional tools

Discouraging attitude



STATUS QUO

Objectives of Assessment 21st Century

- Active role of students
- Importance of the process rather than just marks
- Assessment for learning vs. Assessment of learning

Benefits

- ✔ Cognitive development
- ✔ Better understanding of marking
- ✔ Increased responsibility
- ✔ Success from hard work



Drawbacks

- ❌ Subjectivity & Loss of students' face
- ❌ Lack of skills
- ❌ Validity and Reliability

Use of rubrics
Training and familiarity
with marking



INNOVATION PROPOSAL



🔍 **RQ1:** Correlation between students' and teachers' marks in peer assessment in terms of validity and reliability

🔍 **RQ2:** The learners' attitude towards peer assessment in contrast to traditional assessment

Instruments and Measures

Co- and supportive assessment

RQ1 Correlation – Rubrics

RQ2 Students' Attitudes - Questionnaire

Results

RQ1 Moderately high correlation, specially in group work

RQ2 Positive attitudes towards peer assessment

CONCLUSIONS

Strengths

Peer assessment's validity and reliability
– use of rubrics and training
Students' active role and positive attitude towards assessment

Limitations

Small sample of participants and short time
Better outcomes using other measures or instruments

Future Research...



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