

# Developing self and peer assessment skills in lower primary students

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# A few words about me



Anna Bejshovcova

- B.Ed in teaching world history and English language;
- Cambridge DELTA;
- MA in Applied Linguistics and ELT.
- Professional interests: early literacy, EAL and SEN, assessment

# A few words about my context

- International school EAL students
- Years 1-3 (5-8 years old)
- Limited English (both oral and written)
- Substantial exposure to English (their passive English knowledge increases quite quickly)



How similar is this to  
your teaching context?

# Assessment for learning

Are we on the same page?

In the chat box type your definition of Assessment for learning.



AfL is a classroom approach that creates opportunities for continuous feedback with the ultimate goal of optimising teaching and learning. It aims to promote students' learning as opposed to ranking them or evaluating their performance after a period of study.

*William (2018)*

# Assessment for learning

In order to optimise teaching and learning AfL uses a range of classroom techniques that continuously provide information about the following three areas:

Where the learners are now (current development of knowledge, skills and understanding)

Where the learners are going (learning objectives and success criteria)

How the learners can get there (tips and strategies to facilitate learning)

Self  
Assessment

Peer  
Assessment

# Benefits of self and peer assessment for lower primary students

1. Developing essential transferable skills of critical thinking and giving feedback.
2. Encouraging students to take ownership of their learning.
3. Allowing teachers to focus on the areas that are truly important for their learners and provide more personalised help.
4. Increasing levels of engagement and motivation.
5. Promoting student collaboration and dialogue.

# Challenges of self and peer assessment for lower primary students

- Limited understanding of what needs to be assessed. *“But teacher his handwriting is so neat!”*
- Lack of objectivity. Friendships matter!’ *“But teacher she is my best friend!”*
- Fear of negative feedback and correction. *“If I don’t correct myself, everyone will think I did it so well!”*
- No clear follow up. *“So why did we have to do it?!”*
- Self and peer assessment can be quite time-consuming. *“Maybe this time should be spent on teaching grammar instead!”*
- Cognitive difficulty and boredom. *“Teachaaa, it’s so hard! I’m bored!”*



My top 5 tips for making self and peer assessment successful in lower primary classes.








# Tip 1







## Make it consistent and explicit.



How well do you know and can use prepositions of place? 

Write your name in one of the boxes.  What did we do to learn them? 


What else can we do to know them even better?

beginning 	developing 	mastering 
		




Self-assessment exit ticket

Traffic lights on classroom walls



 L.O. I can read longer words and sentences with the F sound.

Read the words, cut them up and glue them under the correct pictures.

		
<input type="text"/>	<input type="text"/>	<input type="text"/>

Success criterion and a box to colour for self/peer assessment.

# Tip 2

## Make it regular and allow time for it to happen.

top of key handouts



Self and peer assessment time!

4 Let's practice spelling! Can you remember the missing letters? Say the words to hear the sounds and then write the letters.

Jill Jack

g \_ \_ j \_ \_ j \_ c k \_ \_

\_ \_ g l e \_ u i e \_ \_ g u a j \_ m \_ o

\_\_T

5 Read the sentences about Jack and Jill and match them to the pictures.

Jill Jack

- Jack and Jill eat jelly.
- Jack and Jill see a jaguar in the jungle.
- Jack and Jill wear jackets.
- Jack and Jill drive in a jeep.
- Jack and Jill drink juice from a jug.
- Jack and Jill fly in a plane jet.
- Jack and Jill played jump.
- Jack and Jill played jump.
- Jack and Jill played with balls.

6 Here are different pictures from our lesson today. Can you write 5 sentences about Jack and Jill using these words?

Jill Jack

B D M

7 Here are our success criteria!

B D M

I can write simple sentences using picture clues (K/S)

I used full stops and capital letters (K/S)

final slide in PPTs

L.O. I can read sentences with the J sound and understand their meaning.

Read the sentences and draw the lines to the pictures on the right.

- Jack and Jill eat jelly.
- Jack and Jill see a jaguar in the jungle.
- Jack and Jill wear jackets.

Here are our success criteria!

beginning developing mastering

B D M


	Name:	Name:	Name:	Name:	Name:	Name:
I can write simple sentences using picture clues (K/S).						
I used full stops and capital letters (K/S).						

# Tip 3

## Make it simple, concrete and visual.

Screenshots of the tasks we did in our lessons

Only 4 concrete areas to consider  
Only write an abbreviation




**Reflection time!**  
Write your name under the skill you used well in our phonics lesson on 'ie'. Why do you think so?

Speed reading tool!  
First read these words in pairs, then individually and then let's do a reading race together.

pie tie lie die  
flies cries tries spies  
fried dried replied  
multiplied

**Reading the words**

Think of a story using these pictures.




**Retelling the story**

Use these pictures and word prompts to write this story.

an apple pie    pie on my tie    Don't eat  
a pie flies    a pile of pies

Challenge! Can you use these words in your story too? dries cries tries



**Writing the story**



**Reflection time!**


Write a Sentence


- noun + verb (NV)
- crazy sentences (CS)
- capital letters (CL)
- full stops (FS)





**Our success criteria:**

- I can write a sentence with a noun and a verb.
- I can use capital letters and full stops.

What did you do well? 


What can you do even better? How? 




**Reflection**

Finish the sentences with your own ideas.


In this lesson on 'Maps' I enjoyed the most ...



In this lesson on 'Maps' the most difficult thing was ...





I would like to learn more about ...



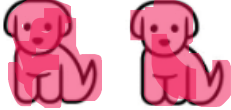
Useful language / sentence starters to support formulation of ideas


# Tip 4


## Model, model, model.

  L.O. I can write sentences with the words for colours in English.

Colour the pictures and write sentences about them.

1. The Dog are red 

2. The Pen is wite 

3. The bac is green 



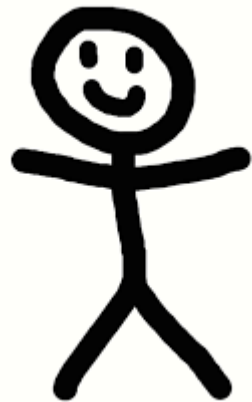
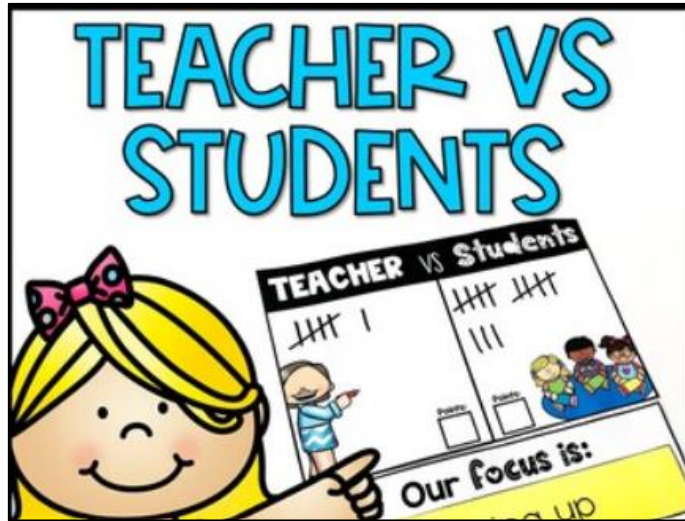
1. Let's check the spelling of colours. Can you spot anything?
2. Let's check the spelling of other words. Can you spot anything?
3. Let's check out capital letters. Can you spot anything?
4. Is there anything else you would to change?
5. Come and put a tick next to one of the colours. Why did you circle it?
6. What can we do to write even better next time?





# Tip 5

## Keep it active and keep it fun.



2<sup>nd</sup> of May 2023

👤 L.O. I am able to add details to a short story using non-defining relative clauses.

Improve the story by adding colourful details. Draw a few pictures to show the plot.

Success criteria:

1. Add interesting details to the story that make sense.
2. Use non-defining relative clauses.

I woke up. My laptop, which cost 10,000 \$, was missing. I had to find it. Who took it? Was it a man eating ice cream? I put on my clothes, which were my favourite shirt, and ran outside. I saw papers which were in front of my door. There were some strange symbols, which means I'm always watching you. Somebody shouted, "Here! Quickly!" The voice just came from a building I miss ago. When I opened the door, I saw...

First you missing some commas and in the Put my clothes, which was my my favorite shirt, which there has a double my in this sentens.

you use 9 room and spelling very well and your details was interesting. good job

by Robin



# Bonus tip!

## Keep it positive.



Reflection time!



What did we do well? 😊

What can we do even better? How? 🙌

# Any questions or comments?





# Contact me at



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