

Peer Assessment- Raising standards in training.

Assessment has morphed from being a summative tool of judging students to a more diagnostic and formative exercise of continuous learning. Consequently the ways of assessment have also evolved. With this view we at KKCE introduced peer assessment as a practice.

The experience gave student teachers an invaluable insight into the rationale of assessment, the design of assessment criteria, the process of assessment and the utility of outcomes which they can use in their actual classrooms once they are launched into their careers.



A pilot study on training student teachers for Peer assessment was conducted at our college in the year 2011-12 . All 100 student teachers were oriented and trained to carry out peer assessments for CAI's (Computer assisted instructions) that they had developed as a part of their curriculum. A rating scale was devised for the assessment and its aspects were thoroughly discussed. The training involved a *theme centred interaction model* for evaluation.

The procedure involved the following steps: A CAI lesson is presented by a student trainee. 2. Two evaluators from the peer group volunteer to use the rating scale and observe. 3. The other student teachers are participants. 4. Once the student teacher ends her demo, a group of three to four members get up spontaneously and voluntarily come to the centre and are called the street (nukkad) group. They discuss the lesson among themselves in a friendly but objective manner and they are not actually looking at the presenter. The official evaluators can take what they want from the discussion and write their assessments. The peer feedback is designed in a manner that all of them get a chance to be the evaluator once. They were trained to give positive and constructive feedback. The whole exercise was conducted in a systematic manner with the faculty conducting a session on peer assessments and then all 100 student teachers gave their lessons and all of them got their turns in evaluating their peers. Care was taken that student teachers employed sensitivity, responsibility and honesty in the feedback.



The feedback was very encouraging. The student teachers rose above their inadequacies of judging more competent peers, insecurities of being judged by better peers. The whole group seemed to move closer to achieving the objectives of critical thinking, reflection, sharing of ideas and ownership of learning and assessment. Some even reported having acquired creative ideas, improved observation skills, openness to accept feedback and importance of attention to detail. More than half the student teachers perceived

the exercise fair and objective and wanted to include more than one lesson in the process of peer assessment. The college formally made this a regular practice after initial pilot from 2012-13 onwards to give student teachers a firsthand experience of peer assessment where they assessed one CAI lessons of their peers.

BEST PRACTICES

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It is nice way to learn how to observe our peers. It taught me many things like positive feedback, objectivity and communication.

Reena Pandit

(2013-14)

The experience was enriching. I enjoyed receiving and giving constructive feedback in a non threatening environment.

Esmita Mishra

(2014-15)

