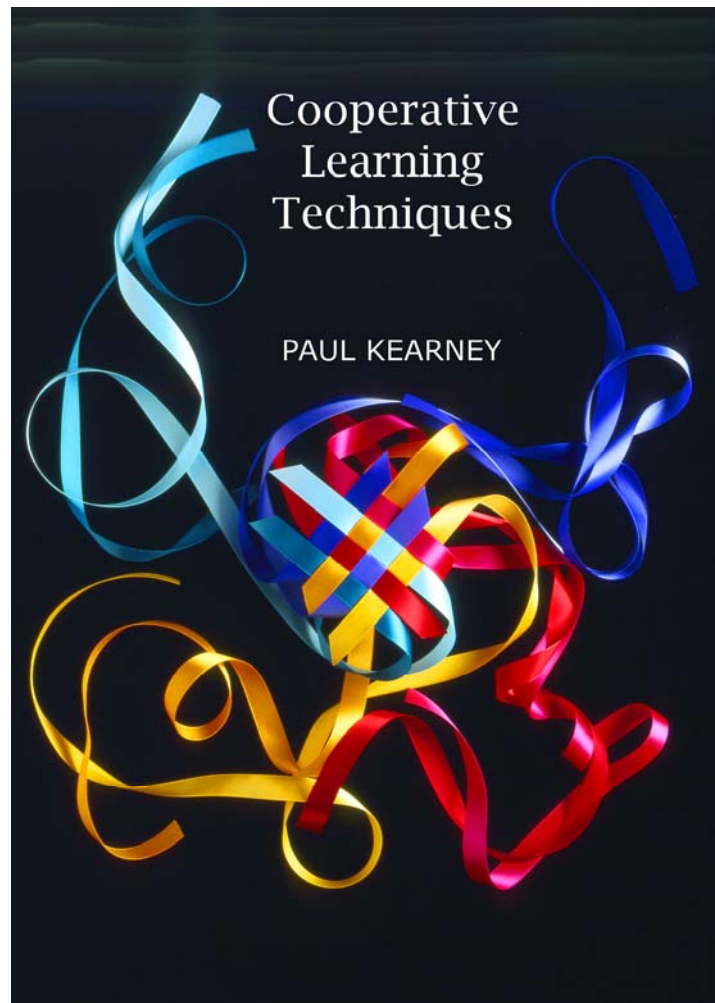


Sample



Co-assessing

Review. Reflection. Generalisation

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Co-assessing – sample



Co-assessing

Dean and Ali

Dean assesses Ali using a new internet browser. Dean is watching, thinking critically and remembering. In a way Dean is 'rehearsing'. Because of this, when it comes to Dean's turn, most likely he will do it better than he otherwise would. And Ali, who then assesses Dean, will refine and 'reinforce' his own learning. The learning should be deeper for both boys. (If the boys had used checklists, the process would have been enhanced.)

The situation engages both in the whole exercise. 'Rehearsing' and 'Reinforcing' are natural learning processes. Co-assessing structures and maximises outcomes.

Requiring students to play a prominent and active role in assessment enhances review and reflection in a number of ways:

- Students are aware of what they are trying to achieve.
- Students pay more attention to their progress and focus on ways to improve their performance. Also teachers have a better idea of where students 'are at'. In addition it systematically generates information needed by teachers to improve their teaching.
- Students learn to describe what they are doing or they have done; this helps them to think things through for themselves, i.e. it's like *thinking aloud*. We know that higher order thinking skills are developed as learners verbalise and explain their answers and thinking to each other.