

VII. Peer Feedback

Peer feedback is important for providing students an opportunity to think about the work of their peers. Research suggests that opportunities to review the work of a peer and to provide feedback are very beneficial to the person providing the feedback as well as to the person receiving the feedback.

The rubrics include three dimensions that address distinct aspects of feedback: *Descriptive Feedback*, *Extending Thinking During Discourse*, and *Peer Feedback*. This dimension includes the role of student-to-student feedback, while various approaches to teacher feedback are addressed in *Extending Thinking During Discourse* and *Descriptive Feedback*.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>Students are not provided with any opportunities to engage in the assessment of their peers' work.</p> <p>..... or</p> <p>The teacher asks students to mark their peers' work for a summative grade.</p>	<p>The teacher asks students to assess a peer's work and provide feedback on a trivial task, such as a spelling test, a math facts worksheet, or a state capitals quiz. The task provides limited opportunities to comment on the quality of the work. Rather, the assessment is focused on completeness or accuracy.</p>	<p>The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work.</p> <p>.....</p> <p>Few students take the peer feedback task seriously or engage with it <i>meaningfully</i>.</p> <p>.....</p> <p>The peer feedback task lacks structure and does not support students. Most students struggle to complete the task and cannot provide feedback that supports learning.</p> <p>.....</p> <p>The feedback is of low quality, or no time is provided for students to apply what they learned from the feedback.</p>	<p>The teacher asks students to assess a peer's work and provide feedback to improve the quality of the work.</p> <p>.....</p> <p>Most students take the peer feedback task seriously and engage with it <i>meaningfully</i>.</p> <p>.....</p> <p>The peer feedback task is <i>structured</i> in such a way that some students are able to complete the task and provide feedback that supports learning, but the structure may not be adequate for most students.</p> <p>.....</p> <p>Some students receive adequate feedback of adequate quality while others receive low-quality feedback, or limited time is provided for students to apply what they learned from the feedback.</p>	<p>The teacher asks students to assess a peers' work and provide feedback to improve the quality of the work.</p> <p>.....</p> <p>Most students take the peer feedback task seriously and engage with it <i>meaningfully</i>.</p> <p>.....</p> <p>The peer feedback task is <i>structured</i> in such a way that most or all students are able to complete the task and provide feedback that supports learning.</p> <p>.....</p> <p>All students receive feedback of adequate quality, and sufficient time is provided for students to apply what they learned from the feedback.</p>

Observation Notes

Peer Feedback



The rubric makes reference to whether the peer feedback activity is *meaningful and beneficial* to students. Both of these require the observer to make a professional judgment. Observers may draw on evidence from student comments about the task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow-through to address any identified deficiencies in order to make a judgment.

- **Meaningful:** In order for a peer feedback task to be meaningful to most students, the task must be connected to learning goals, at an appropriate level for the students, engaging for students, and have the potential to help students improve the quality of their work. To make this judgment, an observer may want to ask students about what they think of the task. An example of a task that may not be meaningful would be a task in which the teacher has students check the number of correct answers on an assignment.
- **Beneficial:** In order for a peer feedback task to be beneficial for most students, students must be engaged in the process and the process must be structured in a way that allows students to benefit from both giving and receiving feedback.



The rubric refers to the importance of *structure and support* for the peer feedback process (e.g., the task was modeled for students; exemplars of feedback are provided). Depending on how familiar students are with peer assessment, there may be evidence of direct support for the tasks (such as the teacher reminding students about what it means to engage in peer assessment and why they are doing it, or the teacher reminds students about what is appropriate feedback for a peer). In other cases, if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a task will also vary according to students' ages and experiences, but it should be clear whether students are expected to provide written or oral feedback to their peers and when that feedback is to be provided.



The rubric references the quality of the feedback. Examples of low-quality feedback may include vague comments, limited feedback, praise, or comments that do not reference the quality of the work produced. This can be the result of insufficient preparation, structure, and/or support. Conversely, high-quality comments include specific guidance for improvement.



The rubric references time for students to use the feedback. The application of the feedback may not be observed during the current lesson; however, at the higher levels of the rubric a teacher should indicate to students how and when the feedback will be provided.



Note that sometimes a teacher will ask students to listen to another student's ideas or responses and build off or extend that idea, but the students are not required to assess or comment on the work. This kind of evidence is not peer feedback but could be part of the *Extending Thinking during Discourse* or *Collaborative Culture of Learning* dimensions.



Structures for peer feedback include any tool or process that provides support for the activity. For example, students may be given guidelines for the provision of feedback that require students who are providing comments to highlight two things that were done well and one thing that needed improvement. Another tool could be the provision of exemplar student responses that highlight various levels of quality, illustrate effective work, or highlight common mistakes, misconceptions, or areas in need of improvement. These structures are intended to help students review a peer's work in order to provide feedback.



Additional Notes: _____

