

Quadrant-I (e-Text)**Details of Module and its structure**

| Module Detail | |
|--------------------------|---|
| Subject Name | Education |
| Course Name | Assessment for Learning |
| Course Code | EDU503 |
| Module Name/Title | Self-assessment: concept and criteria for assessment; peer assessment: concept and criteria for assessment; criteria of assessment of social skills in collaborative or cooperative learning situations |
| Module Code | AFL017 |
| Pre-requisites | It is assumed that <ul style="list-style-type: none"> • Learners are aware of various types of Assessments. • Learners know various types of learning situations in cooperative, collaborative and whole class group. • Learners are familiar with the concept of Formative and Summative Assessment. • Learners are well acquainted with the various types of social skills developed in small group learning situations.. |
| Learning Outcomes | After going through this lesson, the learners will be able to: <ol style="list-style-type: none"> 1. Write down the meaning of self-assessment and peer assessment. 2. discuss the process of implementing self-assessment, peer-assessment and social skill assessment. 3. explain various key points involved in making success criteria for self-assessment and peer-assessment. 4. construct the template of 'criteria for assessment' of self-assessment and peer-assessment. 5. develop the criteria of assessment of social skills in collaborative or cooperative learning situations. 6. appraise the various uses of self-assessment and peer assessment for students and teachers. |
| Keywords | Assessment, Self-assessment, peer assessment, rubric, success criteria, criteria for success, social skills, collaborative , cooperative learning. |

1. Development Team

| Role | Name | Affiliation |
|------------------------------------|----------------|---|
| Principal Investigator (PI) | Dr S K Bawa | Central University of Punjab |
| Subject Matter Expert (SME) | Dr Suman Saggu | Khalsa College of Education, G.T. Road Amritsar |

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1.0 MEANING OF ASSESSMENT: Assessment refers to the process and instrument which is designed to measure the achievement of learners when they are engaged in an instructional programme.

2.0 SELF ASSESSMENT: CONCEPT AND CRITERIA OF ASSESSMENT

2.1. Meaning of Self-Assessment: Self-Assessment involves students in evaluating their own work and learning process. They compare their work according to clear criteria and get opportunity to revise by putting themselves in evaluation process and improve themselves by learning more and getting higher scores. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can:

- identify the gaps, where their knowledge is weak
- realize where to focus their attention in learning
- set realistic goals
- revise their work
- track their own progress
- if online, decide when to move to the next level of the course

Students play very important role in assessing their own work. If teacher provides feedback, it is one-way process may lead to defensive and disappointing attitude of students. To avoid this self-assessment plays very important role. It helps the students to meet the established success criteria. Students get opportunity to evaluate their own thinking and work.

As the responsibility of evaluation is student's own. So they show good interest in it. They ask following questions to himself:

How much I know?

How can I do this work?

Where does the loophole left?

How can he improve himself?

2.2 Expert's views on self-assessment

According to Penny & Grover (1996) self-assessment takes place when the learner themselves evaluate their own performance, using clear criteria and weighting systems agreed on beforehand.

According to Douglas Brown (2001) the advantage of self-assessment are speed, direct involvement of students, the encouragement of autonomy and increased motivation because of self-involvement in the process of learning.

According to Boud (1995) all assessment including self-assessment comprises two main elements: making decisions about the standards of performance expected and then making judgments about the quality of the performance in relation to these standards. When self-assessment is introduced, it should ideally involve students in both of these aspects.

Features of self-assessment:

- Students and teachers are actively involved in the whole process.
- It is related to learning outcomes.
- Students have been involved in identifying and determining the criteria applied in marking system.
- Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria.
- Students stay involved and motivated and encourages self-reflection and responsibility for their learning.
- The focus is not mainly on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor!) piece of work.
- Reflective skills are developed in students which provides them with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement.

2.3 Importance of self-assessment

National Strategies material also supports the notion that self-assessment 'promotes independent learning, helping children to take increasing responsibility for their own progress'; making it more meaningful and permanent (NTEAZ (2012)).

- Self-assessment builds on a natural tendency to check out the progress of one's own learning. Further learning is only possible after the recognition of what needs to be learned.
- If a student can identify his/her learning progress, this may motivate further learning.
- Self-evaluation encourages reflection on one's own learning.
- Self-assessment can promote learner responsibility and independence.
- Self-assessment tasks encourage student ownership of the learning.
- Self-assessment tasks shift the focus from something imposed by someone else to a potential partnership.
- Self-assessment emphasizes the formative aspects of assessment.

- Self-assessment can accommodate diversity of learners' readiness, experience and backgrounds.

2.4 Process of self-assessment

Establish Rapport with students: Before starting the process of self-assessment, teacher needs to establish proper rapport with the students. It will help to explore the assumptions and principles that underlie the self-assessment innovations.

Rationale: A clear rationale i.e. 'what is the purpose of the self-assessment?' is made clear to them

Introduction of self-assessment practice: self-assessment concept is discussed with students. It is made clear that what is expected from them during the procedure. Teacher explains the rules and process of the self-assessment activity and why it is important to both learning and real world environments, as well as, important for establishing realistic expectations

Surety of safe Conductive environment: Confidence is built that the information shared by them while assessing their own work will not be used against them and will not be exposed under any circumstances. So that they can be honest about their performance without any fear. It is also ensured that the other students are also doing the likewise. Any type of cheating is discouraged.

Making of success criteria: Teacher provides a rubric or outline for the students to follow in order to authentically self-assess their work. The task of making criteria for assessment is developed by the teacher with the help of students. students need to be absolutely clear about the standards of work to which they are aspiring, and if possible, have practice in thinking about sample work in relation to these criteria.

Showing best prior examples: students are allowed to go through prior formative self-assessment activities to help scaffold the actual self-assessment activity.

Provide self-assessment activities: Teacher provides and explain self-assessment activities that are self-critical and realistic and include effective monitoring and improvement of performance through on-going self-assessment. Reflective exercises, such as logs or diaries, or by encouraging the students to assess how well they've met the assessment criteria in more traditional tasks such as essays and presentations. essay feedback questionnaires can be provided to the students.

Implementation of self-assessment criteria: Process of Self-assessment includes three phases where it is scaffolded across a course.

- ✚ Beginning Phase
- ✚ Intermediate Phase
- ✚ Final Phase

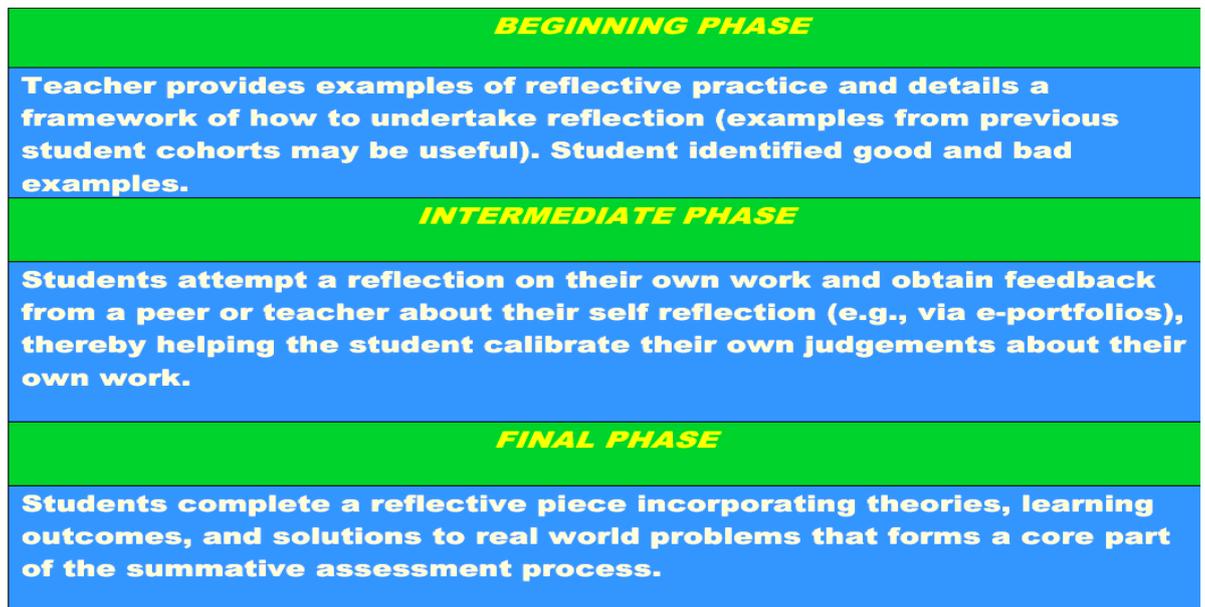


Fig 1: Phases of Self-Assessment Process scaffold across a Course

Guidance to students: Students are capable assessors of their own. they only need coaching, practice and support in the development of self-assessment abilities. Teacher provides students with thorough and accurate self-assessment processes. Teacher Build their meta-awareness about this capability so that they can articulate and defend their critiques of their own work, and clarify what they can do to improve their performance. Providing an expert assessment of students' work allows them to cross-check their self-assessment. Use assessed examples of students' work to illustrate different levels of achievement. This will clarify the standards and show how criteria are applied.

Enhancement of student's learning: During the process, developing reflective skills provides students with the ability to consider their own performance and to identify their strengths, weaknesses, and areas that require improvement. Thus self-assessment can enhance learning most effectively. They can objectively reflect on and critically evaluate their own progress and skill development in terms of

- identifying gaps in their understanding and capabilities

- discern how to improve their performance
- learn independently and think critically.

2.5 Criteria for Self-Assessment

In order to self-assess effectively, students must have an understanding of the criteria on the basis of which, they will be able to evaluate their performance as a piece of work good or poor. These assessment criteria help autonomy and deep rather than surface learning. Thus students better engage themselves with feedback which they get from teacher. The assessment criteria must be transparent and comprehensible to students so that they can effectively judge how well they have met them. If possible, students must be involved in the formation of these criteria. It will enhance their understanding of academic standards and the expectations of the teacher.

Self-assessment is of various forms, including writing 'my' experiences, group discussions (small-group or whole-class), e-Portfolio entries, weekly self-evaluations, self-assessment checklists and teacher-student interviews. These types of self-assessment share a common theme, prior set rules and standards. Students are asked to review their work to explore what and how they have learned and where the improvement is still needed.

2.5.1 Development of the assessment criteria

- Teacher provides pre-determined assessment criteria for students to practice in self-assessing their work.
- For the new courses/ subjects or for complex topics and at higher levels of study assessment criteria is determined and developed by the teacher.
- The assignment task for the students is decided by the teacher on which self-assessment is to be conducted.
- Students are involved in developing the assessment criteria. They will find it significantly more interesting and motivating if co-develop the assessment criteria with teacher. This also encourages their autonomy and self-management as learners.
- Teacher guides the students to develop assessment.
- The assessment criteria develop students' assessment literacy and promotes a shared understanding of tasks and assessment standards.

2.5.2 Types of Template formation of self-Assessment criteria

- ✓ Question form
- ✓ Dotted Form

QUESTION FORM SELF ASSESSMENT CRITERIA

- **What do you think is a fair grade for the work you are going to submit?**
- **What did you do best in this assessment task?**
- **What did you do least well in this assessment task?**
- **What did you find was the hardest part?**
- **What was the most important thing you learned in doing this assessment task?**
- **If you had more time to complete the task, would you change anything? What would you change, and why?**

DOTTED FORM SELF ASSESSMENT CRITERIA

- **I feel good about...**
- **I used to... but now I...**
- **Two things I will remember about what I have learnt over the last 6 months are...**
- **A strategy that really helped me learn better is...**
- **If I could do something again differently, I would...**
- **One thing I will remember to do in the future is...**
- **One thing I really want to learn is...**

Fig.2: Types of Template Formation in Self-Assessment Criteria

2.6 Template of self-assessment Criteria

| Assignment Feedback Sheet | | | |
|--|-------------------------------------|--|--|
| Student roll number: | | | |
| Module name and code: | | | |
| Assignment: | | | |
| % Weighting of module mark: | | | |
| Deadline for submission: | | Date submitted: | |
| KEY TO ASSESSMENT CRITERIA RATING SCALE: | | | |
| 4- very good 3- good 2- need improvement 1 - poor | | | |
| STRUCTURE (X%) | | | |
| Clear introduction | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | No introduction | |
| Aims and Objectives clearly stated | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | No appropriate aims and objectives | |
| Material well organized | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Material lacks cohesive structure | |
| Clear summary and conclusion | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | No summary and conclusion | |
| PRESENTATION AND STYLE (X%) | | | |
| Legible and well-presented | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Untidy and difficult to read | |
| Grammar and spelling good | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Grammar and spelling poor | |
| Effective use of quotations | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Quotations add little to argument | |
| Adequately acknowledges sources | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Sources inadequately acknowledged | |
| Referencing & bibliography correctly cited | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Incorrect citation | |
| Reasonable length | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Over/under length | |
| CONTENT (X%) | | | |
| Evidence of wide reading on topic | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Limited reading on topic | |
| Material relevant to topic | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Material has little relevance | |
| Arguments developed coherently | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Argument lacks coherence | |
| Critical analysis of subject | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | No Critical Analysis | |
| Presents appropriate evidence | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Assert without Evidences | |
| Relates theory to practice | <u>4</u> <u>3</u> <u>2</u> <u>1</u> | Little attempt to relate theory to practice | |
| Strengths and Areas for Improvement | | | |
| | | | |
| First Marker: | | Date: | |
| Second Marker: | | Date: | |
| Mark (indicate if subject to moderation): | | | |

Fig 3: Template Sample of Self-Assessment Criteria

3. PEER ASSESSMENT: CONCEPT AND CRITERIA OF ASSESSMENT

3.1. Meaning of Peer: A person who is of the same age or has the same abilities or social position like other person in a group.

3.2. Meaning of Peer Assessment: Peer Assessment is a type of assessment, where students make assessment decisions on other student's work. Assessment decisions are made on various activities like essays, reports, presentations, performances, projects, dissertations, lecture notes, class tests, exams etc. It is a feedback which a student gives to other students on the quality of their work. A well-executed peer assessment has the potential to positively contribute to better learning and achievement of students in their own work.

3.3. Expert's views on Peer Assessment

According to **Falchikov (2007)** peer assessment requires students to provide either feedback or grades (or both) to their peers on their performance, based on the criteria of excellence for the event which students may have been involved in determining".

Boud and Falchikov (1989) in Falchikov, N. (2005) peer assessment is where students use criteria and apply standards to the work of their peers in order to judge that work. Peer assessment is formative, in that it has beneficial effects on learning, but may also be summative, either in the sense of learners deciding that they have learned as much as they wished to do in a given area, orit may contribute to the grades awarded to the students.

Therefore, Peer assessment is students' feedback to one another on an assignment. It involves students reflection on the work of their peers against success criteria related to learning goals and providing constructive feedback

3.4. Types of interaction in Peer Assessment

A study by Lockhart & Ng (cited in van den Berg, Admiraal & Pilot, 2006) argued that students interact with their peers in four basic ways in the peer assessment process:

- **Authoritative:** Reader points out errors or shortcomings in the writing.
- **Interpretative:** Reader discusses the ideas emerging while reading the text.
- **Probing and Collaborative:** Readers are trying to get the writer to articulate and clarify their intentions - these modes of interaction is more productive for the improvement of the writing quality.

3.5. Importance of Peer Assessment

- It encourages a reflective approach to learning.
- Amount of feedback which a student receives from his peers increases and involves a wide range of ideas for development and improvement of the task.
- Students understand what is considered good work and why which increases their ability to achieve.
- An intrinsic motivation or a desire to want to learn arises in students.
- An extrinsic motivation arises when students feel need to learn.
- Psychological principle of 'learning by doing' is justified via practice, trial and error.
- Peer assessment helps the students to learn how to receive and give constructive feedback which is an important part of most work contexts.
- Teacher receives a clear and in depth perspective on the strength and weakness of a student's learning experience, so it will help to potentially save time and classroom work.
- Students become the independent learners by understanding the assessment process and taking control of their own learning and assessment.
- Transferable skills like self-reflection, time management, team and organizational skills are developed in students, which will be very helpful in their career progression at workplace.
- Peer feedback can encourage collaborative learning through interchanging the ideas what makes a work good.
- Students engaged in commentary on the work of others can improve their own ability for making judgment and intellectual choices.

Shirley Clarke (2008) found that looking at the work of others can ...help pupils to understand the different approaches they could have taken...that there are different ways of achieving success.

Black and Wiliam (1998) highlighted 4 reasons to make peer and self-assessment a key component of learning:

1. To learn effectively pupils require good quality, continuous feedback. This is hard for teachers to manage whole class but through peer tutoring it is achievable.

2. Peer and self-assessment promotes metacognition in learners in that it helps them develop a deeper awareness of how they learn and promotes better learning.

3. Pupil assessment can be more effective than teacher based marking as pupils listen more actively to each other.

4. If learners can reflect accurately and honestly, the evidence can back up teacher's judgments and give an insight into pupil thinking.

3.6. Criteria for Peer Assessment: Following steps are followed by teacher for assessing the peer assessment in the classroom

3.6.a. Teaching about Peer Assessment: Teacher may inform and explain the students about the concept, objectives and expectations of peer assessment. Students are encouraged and motivated by the teacher. Teacher makes the students aware about the tips, tools and criteria which help them to give and get positive and constructive results during peer assessment process.

3.6.b. Explanation, modeling and demonstration: As with new learning, peer assessment also needs to be taught through explanation, modeling and demonstration. Teacher demonstrates the peer assessment criteria to the students by explaining and showing model lessons / records. This will be time-consuming, but it will be positive for students in the long-term.

3.6.c. Decision of classroom activities on which Peer Assessment is to be done: Classroom activities on which to prepare the students for peer assessment are decided such as exchange and discussion of lecture notes.

3.6.d. Identification of assessment skills and criteria: teacher with the help of students identify assessment skills (like writing descriptive feedback on a piece of paper) and criteria (like correct use of noun/pronoun /references etc.) which are supposed to be targeted.

3.6.e. Construct Success Criteria: Students act as co-developer while setting the rules for peer assessment. It determines the success criteria on which the assignment or assessment will be assessed. The success criteria must be aligned to the standard(s) like Respect the work of others, identify successful features in other's work, think about learning intentions and success criteria while suggesting improvement, give positive suggestions.

3.6.f. Defining the rules: Teacher defines and explains the rules for assessment to the students. Make sure the criteria for peer assessment are clear and fully discussed with students before the process begins.

3.6.g. Establish peer learning Environment: Teacher makes group of two to four students based on ability level and establish an environment of trust in the classroom. It is ensured that learning environment incorporates peer learning and collaboration in a range of ways.

3.6.h. Practice Session and feedback: Students are engaged in practice opportunities before employing peer assessment as an assessment. Students

are asked to prepare a feedback on a fellow student's performance and contribution to the team on the basis of peer assessment rules co-developed by them.

3.6.i. Feedback on Practice Session: The teacher gives effective feedback based on the success criteria for the practice session performance. Feedback may be in the form of: clarifying questions, what he or she values about the work, concerns, and suggestions. Teacher explains to students, how to structure their comments on the basis of something that was found well, an area where improvement is required and how to give suggestions for improvement.

3.6.j. Implementation of Peer Assessment: Process of Peer assessment includes three phases where it is scaffolded across a course.

- Beginning Phase
- Intermediate Phase
- Final Phase

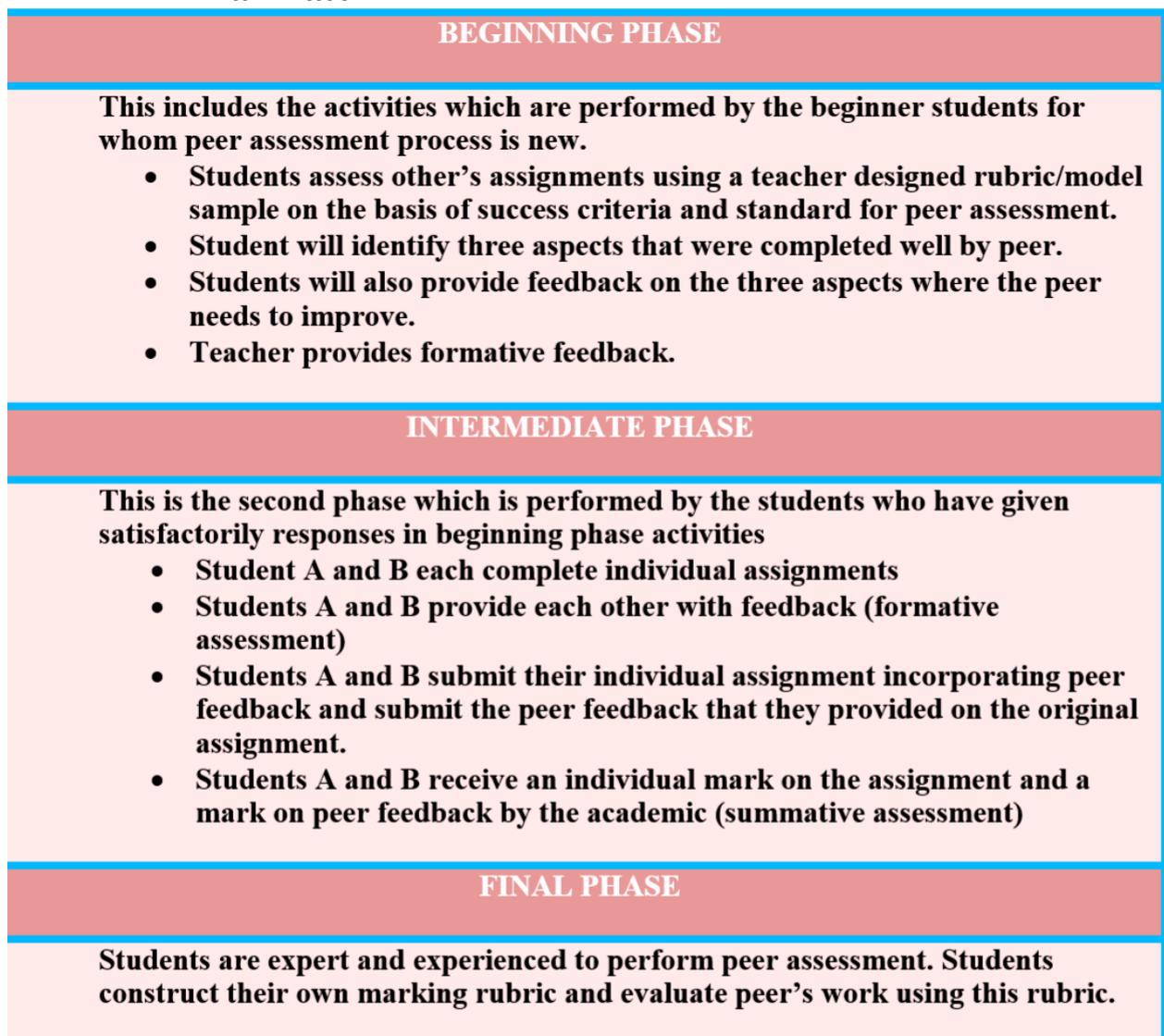


Fig 4 : Phases of Peer Assessment Process scaffold across a Course

3.6.k. Create Checklists: Students take notes on effective feedback and create a checklist to ensure proper feedback is given.

3.6.1. Assessment Questionnaire: Students complete an assessment questionnaire in regards to their work and submit it with the assignment. Questions to consider might be:

- ✚ What was the task your fellow student did best in this assignment and why?
- ✚ What was the task that your fellow student took well in this assignment? Why?
- ✚ What did you find the hardest part of this assignment? Why?
- ✚ What was the most important aspect you learned in doing this assignment? Why?

3.6.m. Coach for Success: The teacher monitors the groups of students during the peer assessment and coaches each group based on their ability to give effective feedback. The teacher names the groups of students that are doing well, and gives suggestions based on group need.

3.6.n. Check for Reliability: Teacher compares his/her feedback to feedback given during group work. Feedback is then given to students based on the effectiveness of the peer assessment. This is done to lift the level of the peer assessment process.

3.6.o. Revision: Students revise their assessment based on the feedback and learn to improve their skills for next time. Teacher encourages students to take their peers and the teacher's feedback seriously.

3.7 Example: students make small group- Students exchange their notes – criteria for assessment is discussed- some key questions are developed for students to use- prepare a draft of assessment- bring to class -get peer feedback (oral/ written)- discuss perceived gaps and differences in understanding with their peers- students write the comments based on the criteria/ standards- a collaborative environment is built- students improve and enhance their understanding

3.8 Template of criteria of Peer Assessment

| | | | |
|--|-------------------------------------|--|--|
| Name of student | | Name of Peer Assessor | |
| Assignment topic | | Assignment Type | |
| % weightage | | | |
| Criteria That have been met | | Yes | |
| Criteria 1 | | | |
| Criteria 2 | | | |
| Two Things you did Well | | | |
| Criteria That could be improved | | Yes No | |
| Criteria 1 | | | |
| Criteria 2 | | | |
| Two Things you did Well | | What worked well? Even better if: Next Step: | |
| WHAT WAS DONE WELL | WHAT CAN BE IMPROVED | NEXT STEPS FOR IMPROVEMENT | |
| You did a good job when you ... | You could work harder on ... | Would you consider changing ...? | |
| Something you did well was ... | You could get some help with ... | A next step for you could be ... | |
| You are good at ... I like the way you ... Another thing you did well was ... You're getting better at ... | You could get better at ... | The next time you could ... | |
| | You seem to have trouble with ... | Do you think you could ...? | |
| | The criteria you have missed are... | Would you consider adding ...? | |
| | | Next time you could work on ... | |

Fig 5: Template Sample of Peer Assessment Criteria

4.0 CRITERIA FOR ASSESSMENT OF SOCIAL SKILLS IN COOPERATIVE AND COLLABORATIVE LEARNING SITUATIONS

4.1. Cooperative Learning and collaborative learning : These favours active participation of students in small groups. In small groups, students can develop strengths and improve their weaker skills. They develop their interpersonal and social skills. They learn to deal with conflict. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team. Collaborative learning is a method of teaching and learning in which students work together to find out the solution of a significant problem or create a meaningful project. A group of students discussing a topic or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

4.2. Social skills: Human beings are social creatures who communicate the messages, feelings and thoughts with others. Social skills are the way in

which we interact, persuade and communicate with other members of the society.

4.2.a. Experts views on social skills

- According to Gresham, Elliott, & Kettler,(2010): Social skills are the actual behaviour that students perform in specific social situations.
- In the most general definition, social skills are defined as;
 - the center of the necessary social communication to realize an individual's behavioral elements to succeed in social interactions without psychologically or physically hurting other people,
 - to understand the feelings, thoughts and behaviors of others including himself in interpersonal situations and to act according to this understanding, and
 - to realize activities such as learning, working and sharing in various situations as an individual (Elliott, Malecki, and Demaray, 2001; Marlowe, 1986).

Social skills are verbal and non-verbal behaviors that bring about the individual's effective interaction with the others and include: being participative; observing turns; being compatible; pre-empting in doing activities; selecting; being hospitable; and communicating with the others (Gut and Safran,2002).

4.3. Social skills in Collaborative and cooperative learning situations

Success at school requires competent performance in specific skills, such as social and academic tasks (Wentzel, 2015).Essential social skills that enable students to be successful in the classroom, include raising one's hand for permission to speak in the classroom, following classroom rules, complying with teacher directives, asking for help, helping others, cooperating with peers, and controlling temper in conflict situations both with adults and peers (Gresham & Elliott, 1990; Lane, Givner, & Pierson, 2004; Lane, Pierson, & Givner, 2003; Meier, DiPerna, & Oster, 2006).

Kagan (1994) suggests the following as the main elements of cooperative learning:

Positive dependence: this will come into being when the results of individuals' cooperation with groups and group members have a positive dependence toward each other;

Individual accountability (responsibility): when the students are held accountable for part of

a group work having mastered the materials to be learned

Identical cooperation: when every member of the group succeed in accomplishing the task

handed over;

Interaction: when the class is adjusted as such that provides the opportunities needed for

students to interact with one another

According to Johnson and Johnson (1999) the five elements of cooperative learning are:

1. **Positive interdependence:** students work toward a common goal. They fail or succeed together as a whole group

2. **Individual accountability:** each student in the group is assessed individually. Students learn together so they perform higher individually.

3. **Face-to-face promotive interaction:** students promote each other's learning by assisting, supporting, encouraging and praising each other's efforts to achieve.

4. **Social skills:** interpersonal and small group skills such as leadership, decision-making, trust-building, communication and conflict-management, need to be taught.

5. **Group processing:** group members discuss effectiveness of group. What went well, what needs improvement and how well they maintained an effective working relationship.

Students will feel safe and confident in sharing their thoughts and asking for help when necessary. They will be better equipped with social skills that will help them interact appropriately and successfully with others in all situations.

Cooperative learning has received more attention in recent years because it may serve as a vehicle for improving the social and academic climate for a school. It may also be considered an intervention of use in promoting appropriate behavior and in creating a positive behavioral climate in schools, therefore preventing violence (Miller and Peterson, 2002).

4.4. Criteria for Assessment of social skills in collaborative and cooperative learning situations setting

With appropriate training and planning, teachers can access the social skill development in cooperative group work. It is based upon

4.4.1 Assessment scale for students

4.4.2 Observation scale (for Teachers and Students)

4.4.1 **Assessment scale for students:** students are expected to give answer/ grade (1 to 4) to some of the statements at the end of the cooperative group work.

| Statement | 4(Always) | 3 (Usually) | 2 (Sometimes) | 1 (Never) |
|--|------------|--------------|---------------|-----------|
| I notice when somebody needs help and try to help that peer in my group. | | | | |
| I listen to someone who is talking to me in the group. | | | | |
| I join in group discussions | | | | |
| I suggest things to do in a group. | | | | |
| I am willing to share my ideas with others in my group. | | | | |
| I know when I have to ask to do something, and I ask in a friendly way. | | | | |
| When I don't agree with somebody in group, I think of a plan to make both of us happy. | | | | |
| I initiate the conversations with other members. | | | | |
| I invite others to join in social activities. | | | | |
| I avoid doing things with others if I am confused. | | | | |
| I avoid doing things with 1 2 3 4 5 others if I am confused. | | | | |
| I ask for help when I am confused. | | | | |
| I compromise with others when we have disagreements. | | | | |
| I ignore group member that are making poor choices or poor in performance. | | | | |
| I smile, wave or nod at others | | | | |
| I follow directions | | | | |

Fig: 6: Sample of Assessment Scale for Social skills in cooperative/collaborative Setting

4.4.2 **Observation Scale** is based on student interaction during group work.

An assessment criterion is useful for teachers when providing students with a marking expectation. Students can use this to assess their peers on contribution within a group activity. Table : Assessment criteria of social skills / Assessment Collaboration Rubric

| ELEMENTS | 4 | 3 | 2 | 1 |
|------------------------|---|--|---|--|
| Participation | Group member participated fully and was always on task in class. | Group member participated most of the time and was on task most of the time. | Group member participated but wasted time regularly or was rarely on task. | Group member did not participate, wasted time, or worked on unrelated material. |
| Leadership | Group member assumed leadership in an appropriate way when necessary by helping the group stay on track, encouraging group participation, posing solutions to problems, and having a positive attitude. | Group member sometimes assumed leadership in an appropriate way | Group member usually allowed others to assume leadership, alternatively, or often dominated the group. | Group member did not assume leadership or assumed it in a nonproductive manner |
| Listening | Group member listened carefully to others' ideas. | Group member usually listened to others' ideas. | Group member sometimes did not listen to others' ideas. | Group member did not listen to others and often interrupted them. |
| Feedback | Group member offered detailed, constructive feedback when appropriate. | Group member offered constructive feedback when appropriate. | Group member occasionally offered constructive feedback, but sometimes the comments were inappropriate or not useful. | Group member did not offer constructive or useful feedback. |
| Cooperation | Group member treated others respectfully and shared the workload fairly | Group member usually treated others respectfully and shared the workload fairly | Group member sometimes treated others disrespectfully or did not share the workload fairly. | Group member often treated others disrespectfully or did not share the workload fairly |
| Time Management | Group member completed assigned tasks on time. | Group member usually completed assigned tasks on time and did not hold up progress on the projects because of incomplete work. | Group member often did not complete assigned tasks on time, and held up completion of project work. | Group member did not complete most of the assigned tasks on time and often forced the group to make last-minute adjustments and changes to accommodate missing work. |

Fig7: Sample of Assessing Scale for Social skills with observation scale in cooperative/collaborative Setting

Quadrant-III - (Learn More / Web Resources / Supplementary Materials):

Books, articles, research papers, journals, case studies etc.:

Penny, A. J. & Grover, C. (1996) An analysis of student grade expectations and marker consistency,

Assessment and Evaluation in Higher Education, 21(2), 173–184.

Penny, A. J. & Grover, C. (1996) An analysis of student grade expectations and marker consistency,

Assessment and Evaluation in Higher Education, 21(2), 173–184.

Penny, A. J. & Grover, C. (1996) An analysis of student grade expectations and marker consistency,

Assessment and Evaluation in Higher Education, 21(2), 173–184

Penny, A. J. & Grover, C. (1996) An analysis of student grade expectations and marker consistency,

Assessment and Evaluation in Higher Education, 21(2), 173–184

Black, P., & Wiliam, D. (1998). Inside the *Black Box* Raising Standards through Classroom Assessment. *Phi Delta Kappan*, 80, 139-148.

Boud, D. (1995). *Enhancing Learning Through Self Assessment*. London: Kogan Page.

Boud, D., & Falchikov, N. (2007). Introduction: Assessment for the longer term. In D. Boud & N. Falchikov (Eds.), *Rethinking assessment in higher education: Learning for the longer term* (pp. 3-13). London: Routledge.

Douglas Brown, H. (1995). *Language Assessment: Principles and classroom Practices*. White plains, NY: Longman.

Elliott, S.N., Malecki, C.K., & Demaray, M.K. (2001). New Directions in Social Skills Assessment and Intervention for Elementary and Middle School Students. *Exceptionality*, 9(1),19-32.

Falchikov, N. (2007). The place of peers in learning and assessment. In D. Boud & N. Falchikov (Eds.), *Rethinking assessment in higher education: Learning for the longer term* (pp. 128-143). London: Routledge.

Gresham, F., & Elliott, S. (1990). *Social skills rating scales manual*. Circle Pines, Minnesota: American Guidance Services, Inc.

- Gresham, F.M. , Elliott,S.N., and Kettler , R.J.(2010). Base rates of social skills acquisition/performance deficits, strengths, and problem behaviors: an analysis of the Social Skills Improvement System--Rating Scales. *Psychol Assess*, 22(4),809-815. Retrieved from <https://www.ncbi.nlm.nih.gov/pubmed/20804259>
- Gut and Safran (2002). Cooperative learning and social stories: effective social skill strategies for reading teachers. *Reading and writing quarterly: overcoming learning difficulties*, 18(1), 87-91.
- Johnson, D. W., & Johnson, R. (1999). Learning together and alone: Cooperative, competitive, and individualistic learning (5th Edition). Boston: Allyn & Bacon.
- Kagan, S. (1994). *Cooperative Learning*. San Clemente, CA: Resources for Teachers, Inc.
- Lane, K. L., Givner, C. C., & Pierson, M.R. (2003). Teacher expectations of student behavior: Which skills do elementary and secondary teachers deem necessary for success in the classroom? *Education and Treatment of Children*, 26, 413-430.
- Lynne,K. L. , Givner,C.C. and Pierson,M.R. (2004). Secondary Teachers' Views on Social Competence: Skills Essential for Success. *The Journal of special education*, 38(3), 174-186.
- Malecki, C.K., Demaray, M.K., and Elliott, S.N. (2000). *The Child and Adolescent Social Support Scale*. Northern Illinois University, DeKalb.
- Marlowe, H. A. (1986). Social intelligence: Evidence for multidimensionality and construct independence. *Journal of Educational Psychology*, 78(1), 52-58.
- Meier, C. R., DiPerna, J.C. Y. Oster, M. M. (2006).Importance of social skills in elementary grades. *Education y Treatment of Children*, 29, 409-419.
- Miller, C. K., & Peterson, R. (2002). Creating a positive climate. *Safe and Responsive Schools*, 1.
- Miller, C.K., & Peterson, R. L. (2003). *Creating a positive climate*. Retrieved from http://www.indiana.edu/~safesch/cooperative_learning.pdf.
- NTEAZ (2012). North Tyneside Education Action Zone – Using peer and self assessment in the primary classroom Retrieved from <http://growthmindseteaz.org>
- Penny, A.J., & Grover, C. (1996). A analysis of student grade expectations and marker consistency. *Assessment and Evaluation in higher Education*, 21(2), 173.

Shirley Clarke (2008). *Active Learning Through Formative Assessment*. Trans-Atlantic Publications.

Van den berg, I., Admiraal, W., & Pilot, A. (2006). Peer assessment in university teaching: evaluating seven course designs. *Assessment and Evaluation in Higher Education*, 31 (1), 19-36.

Wentzel, K. R. (2015). Socialization in school settings. In J. E. Grusec & P. D. Hastings (Eds.), *Handbook of socialization: Theory and research* (pp. 251-275). New York, NY, US: Guilford Press.

Links to web sites giving additional readings, Wikipedia, blogs, open source content etc.:

<https://www.teachertoolkit.co.uk/2017/05/18/peer-assessment/>

https://digitalcommons.brockport.edu/cgi/viewcontent.cgi?article=1073&context=ehd_theses

http://cei.ust.hk/files/public/assessment_matters_self-assessment_peer_assessmen

https://www.wssu.edu/about/assessment-and-research/niloa/_files/documents/assessmentmethods.pdf

<https://education.wm.edu/centers/sli/DLST/links/VTALL/.../Visible%20Assessing.pdf>

<https://www.wssu.edu/about/assessment-and-research/.../assessmentmethods.pdf>

<https://as.exeter.ac.uk › ... › TQA Manual › Learning and Teaching Support Handbook>

http://www.indiana.edu/~safesch/cooperative_learning.pdf.

<http://growthmindseteaz.org>

Quadrant IV (Self-Assessment)

1. In self-assessment, students compare their own work against _____
 - a. Other students' work
 - b. clear set criteria
 - c. teacher assessed work
 - d. all.
2. Criteria for assessment/ success criteria of self-assessment is developed by _____.
 - a. Students
 - b. teachers
 - c. teachers with the help of students
 - d. expert professionals

3. Criteria for assessment helps to evaluate students' work by sharing ____.
- Common theme
 - same standards
 - prior set rules
 - all
4. Which of the following statement cannot be a part of self-assessment criteria?
- What did you do least well in this assessment task?
 - If I could do something again differently, I would...
 - What was the task your fellow student did best in this assignment?
 - One thing I will remember to do in the future is...
5. Who is a Peer?
- Person of same age
 - person of same social position
 - person of same abilities
 - all
6. Peer Assessment is _____
- Formative
 - Summative
 - can be formative as well summative
 - Imaginary
7. In peer assessment students give feedback to
- one another
 - younger students
 - elder students
 - teacher's work
8. Feedback in peer assessment is always
- Argumentative
 - complimentary
 - constructive
 - authoritative
9. When in the assessment task reader points out errors or shortcomings in the writing is called as _____
- Authoritative Assessment
 - Interpretive Assessment
 - Probing Assessment
 - Collaborative Assessment
10. When reader discusses the ideas emerging while reading the text of assignment submitted by peer is called as _____.
- Authoritative Assessment
 - Interpretive Assessment
 - Probing Assessment
 - Collaborative Assessment
11. Self / Peer Assessment encourages _____
- Reflective Approach to learner
 - Cramming Approach to learning
 - Inquiry Approach to Learning
 - All
12. Peer assessment arises _____ in the learner.
- Intrinsic motivation but not Extrinsic Motivation
 - Extrinsic motivation but not Intrinsic motivation
 - Both Intrinsic and Extrinsic motivation
 - Neither Extrinsic nor Intrinsic Motivation

13. Social Skills are what type of behavior?
- a. verbal
 - b. non-verbal
 - c. both verbal and nonverbal
 - d. cognitive
14. Which of the following is not the element of cooperative learning?
- a. Positive inter-dependence
 - b. Individual accountability
 - c. Social skills
 - d. none of these
15. Leadership, decision-making, trust-building, communication and conflict-management are _____ skills.
- a. Kinesthetic Skills
 - b. Social Skills
 - c. Creative Skills
 - d. Intellectual Skills

Answer Key: 1-c, 2-d, 3-c, 4-d, 5-c, 6-a, 7-c, 8-a, 9-b, 10-a, 11-c, 12-c,
13-d, 14-b