

Handout – Peer- and self-assessment: advantages and limitations

Peer-assessment advantages	Peer-assessment limitations
<ul style="list-style-type: none"> • helps develop communication skills • leads to discussions from which everyone can benefit from • learners are focused upon the assessment requirements or can refer to a checklist • learners may accept comments from peers more readily than those from the assessor • peers might notice something the assessor hasn't • promotes attention as learners have to focus on what is happening • increases attention for activities such as peer presentations if feedback has to be given • promotes learner and peer interaction and involvement 	<ul style="list-style-type: none"> • all peers should be involved therefore planning needs to take place as to who will give feedback, to whom and in what order • appropriate conditions and environment are needed • assessor needs to confirm each learner's progress and achievements as it might be different from their peers' judgements • everyone needs to understand the assessment requirements • learners might be subjective and friendly rather than objective with their decisions • needs to be carefully managed to ensure no personality conflicts or unjustified comments • should be supported with other assessment methods • some peers may be anxious, nervous or lack confidence to give feedback
Self-assessment advantages	Self-assessment limitations
<ul style="list-style-type: none"> • it encourages learners to check their own progress • it encourages reflection • mistakes can be seen as opportunities • it promotes learner involvement and personal responsibility • learners are focused upon the assessment requirements • learners can identify when they are ready for a formal assessment • learners take ownership of the process i.e. identifying areas for improvement 	<ul style="list-style-type: none"> • assessor needs to discuss and confirm progress and achievement • difficult to be objective when making a decision • learners may feel they have achieved more than they actually have • learners must fully understand the assessment requirements • learners need to be specific about what they have achieved and what they need to do to complete any gaps • some learners may lack confidence in their ability to make decisions about their own progress