

Table 1: Peer & Self Feedback Examples from Taylor (2013)

Spring Lab Grading Name: Peer Checkers:

PEER FEEDBACK: TASK-LEVEL PRODUCT

You need to:

<input type="checkbox"/> Check your friend's work and look carefully at the descriptors.	
<input type="checkbox"/> Check no more than three items from each list below.	
<input type="checkbox"/> These are things that need to be improved (NOT things that have been done well).	
<input type="checkbox"/> After 5 minutes. swap with another friend for peer-checking.	
<input type="checkbox"/> When you get your paper back, check it, add your own notes and tum it in to MrT. Grades come later.	
Criterion E	Criterion B (Communication)
<input type="checkbox"/> Titles (graphs, tables) e.g. "Graph 1: xxxxx)" <input type="checkbox"/> Titles must be descriptive and useful <input type="checkbox"/> Units, uncertainties, labels <input type="checkbox"/> Justify the uncertainty of the results <input type="checkbox"/> include qualitative observations <input type="checkbox"/> Data processing: calculation & showing work <input type="checkbox"/> Calculating weight <input type="checkbox"/> Calculating % error <input type="checkbox"/> Make graph larger and/or clearer <input type="checkbox"/> Describe patterns, trends, relationships <input type="checkbox"/> Linear, proportional relationship between weight and extension <input type="checkbox"/> Explain the forces that are acting on the spring as it is stretched away from equilibrium <input type="checkbox"/> Hooke's Law needs be explained more clearly	<input type="checkbox"/> Use scientific terminology correctly <input type="checkbox"/> Make sure you cite sources in-text <input type="checkbox"/> Make sure you use full, complete APA Referencing at the end.

Notes:

SELF-GENERATED FEEDBACK This is to be completed by the student who did the work

Process-level Feedback

What strategies might help you make the improvement(s) suggested?

<input type="checkbox"/> Improve organisation of work: neatness, identification of important elements, completion. <input type="checkbox"/> Break task into yet-smaller stages. Use the provided checklists or make your own. <input type="checkbox"/> Learn shortcuts/methods for: consistent decimals, scientific notation, equations on graphs <input type="checkbox"/> Go visual: focus on quality of prediction & final graphs and talk (write) about these for inspiration. <input type="checkbox"/> Ask "Why?" more often. Explanation is a sequence of why-questions.

Self-regulation Feedback

How can monitoring of your own progress allow you to complete these tasks more effectively?

<input type="checkbox"/> Self-assess at early stages and often, using the rubrics/ checklists <input type="checkbox"/> Ensure instructions are clear and seek guidance where needed <input type="checkbox"/> Look for opportunities to improve & extend your work: "good enough" is never good enough <input type="checkbox"/> Discuss this assessment with MrT
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Taylor, S. (2013, November 3). Making Feedback Visible: Four Levels Experiment. *Wayfinder Learning Lab*. <https://sitylr.net/2013/11/03/making-feedback-visible-four-levels/>.