

Formative Assessment Techniques

TO EMPLOY STUDENTS AS LEARNING RESOURCES FOR EACH OTHER

If You've Learned It, Help Someone Who Hasn't

Materials

- Students' assignments. Errors may or may not have been initially identified by the teacher.

Application of this technique involves students in peer tutoring, a practice shown to be more effective than small group instruction in teacher-led groups.*

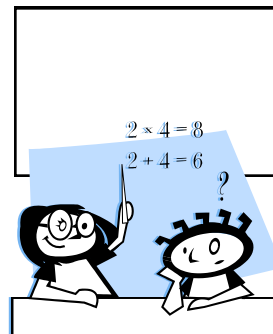


Illustration provided by Microsoft

Procedure

The teacher collects her students' work, underlines any errors, and returns the assignment. Each student then meets with a peer having reciprocal strengths who helps correct errors.

Adapted from:

Embedded Assessment

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Peer Tutoring Concerns	Peer Tutoring Assurances
Peer tutoring may be resisted by high-achieving students who feel their own learning is delayed if time is spent helping someone else.	When students provide explanations rather than answers, both the one giving the explanation and the one receiving help gain in understanding.
Students may feel that they are being expected to do the teacher's job.	For a student to know the answer is not enough. It is important to develop the ability to explain processes.
Teachers may feel that the student who gets everything right the first time around should get a higher score than the student that needs more time.	The function of assessment is not to rank students, but to help the teacher adjust instruction to meet the needs of all her students.

*Schacter, J. (2000). Does individual tutoring produce optimal learning? *American Educational Research Journal*, 37(3), 801-829.