

Instrument to report the characteristics of peer assessment designs

Designed by Panadero, E., Alqassab, M., Fernández Ruiz, J., & Ocampo, J. C. (2023). A systematic review on peer assessment: Intrapersonal and interpersonal factors. *Assessment & Evaluation in Higher Education*. Use that citation if you include the instrument in your publication.

TITLE OF THE ARTICLE

Safe and sound: Examining the effect of a training targeting psychological safety and trust in peer assessment

Authors

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Our study investigates:

- ☒ The impact of peer assessment on interpersonal/intrapersonal factors
- ☐ The impact of interpersonal/intrapersonal factors on peer assessment
- ☐ The impact of peer assessment on performance/behaviour
- ☐ The impact of moderator/mediator variables on peer assessment outcomes

Describe the characteristics of your peer assessment study in the table below.

Context		
Category	Description ⁱ	Our study
1	Subject domain	Subject domain the study was done in (e.g., mathematics, instructional sciences, accounting, etc.)
		Physical education (didactics of acrobatic sports)
2	Place/Time	Where was the PA conducted? (In class or out of class?)
		<input type="checkbox"/> In class/class time <input checked="" type="checkbox"/> Out of class/free time
3	Setting	Formal or informal education setting?
		<input checked="" type="checkbox"/> Formal <input type="checkbox"/> Informal
4	Requirement	Was PA compulsory or voluntary for assessor/assessee?
		<input checked="" type="checkbox"/> Compulsory <input type="checkbox"/> Voluntary
5	Alignment	Was the PA activity aligned to curriculum, learning goals or teaching?
		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Instructional design		
6	Purpose	What was the assessment purpose of the PA activity? (Formative, summative or both?)
		<input type="checkbox"/> Formative <input type="checkbox"/> Summative <input checked="" type="checkbox"/> Both
7	Object	What was assessed? (e.g., written assignment, oral presentation, contribution to group work)
		Instruction sheet illustrating a gymnastic exercise
8	Product/Output	What was the output of the PA? (e.g., score, written feedback, oral feedback, or a combination)
		Score (level in a rubric) and written feedback
9	Relation to staff assessment	Was PA done without staff assessment (substitutional) or in addition to staff assessment (supplementary)?
		<input type="checkbox"/> Substitutional <input checked="" type="checkbox"/> Supplementary
10	Official weight	Did participation in the PA activity or the grade given by peer(s) contribute to learners' final grades?
		<input type="checkbox"/> No <input type="checkbox"/> Yes-for participation in PA <input type="checkbox"/> Yes-for PA grade <input checked="" type="checkbox"/> Yes-both (PA & participation) <input type="checkbox"/> Other: Click here to add text
11	Reward	Was there a reward for participation in PA?
		<input checked="" type="checkbox"/> No <input type="checkbox"/> Yes-course credit <input type="checkbox"/> Yes-incentives (e.g., free time, money, etc.) <input type="checkbox"/> Other: Click here to add text
12	Directionality	Was the learner assessing another without being assessed (unidirectional) or acting as both assessor and assessee (bidirectional)?
		<input type="checkbox"/> Unidirectional <input checked="" type="checkbox"/> Bidirectional
13	Degree of interactivity	How did the assessee demonstrate engagement and response to PA?
		<input type="checkbox"/> Reactive: assessee responds to assessor <input type="checkbox"/> Reciprocal: same learners assess each other on same task <input type="checkbox"/> Negotiated: PA was done more than once on the same task and both parties negotiated it
14	Frequency	How often was the PA of the same task done? (Once, twice, etc.)
		Once
15	Group constellation	Did members of the same group assess each other (intragroup) or peers from another group (intergroup) or both?
		<input type="checkbox"/> Intragroup <input type="checkbox"/> Intergroup <input type="checkbox"/> Both
16	Constellation assessor	The number of assessors assigned to each assessee
		7
17	Constellation assessee	The number of assessees per assessor
		7
18	Unit of assessment (assessor)	At what level did the assessor(s) perform PA? Individual, group, or both?
		<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Both

19	Unit of assessment (assessee)	At what level did the assessee(s) experience the PA? Individual, group, or both?	<input checked="" type="checkbox"/> Individual <input type="checkbox"/> Group <input type="checkbox"/> Both
20	Privacy	Did assessor and assessee know the identity of each other? (Was PA public, single-blind, or double-blind?)	<input type="checkbox"/> Public <input type="checkbox"/> Single-blind (for assessor) <input type="checkbox"/> Single-blind (for assessee) <input checked="" type="checkbox"/> Double blind (anonymous) <input type="checkbox"/> Other: Click here to add text
21	Contact	Was PA done face-to-face or online? How was the contact between assessor and assessee?	<input type="checkbox"/> Face-to-face synchronous: same time same place (ST SP) <input type="checkbox"/> Online synchronous: same time different place (ST DP), e.g., skype, chat, etc. <input checked="" type="checkbox"/> Online asynchronous: different time different place (DT DP), e.g., e-mail, SWoRD, etc. <input type="checkbox"/> Other: Click here to add text
22	Matching	How were assessor and assessee matched for the PA activity? (e.g., random, skill, self-select, gender, friendship, performance, etc.)	Random
23	Format	How was the PA guided?	<input type="checkbox"/> Freestyle (no instruction provided to learners) <input type="checkbox"/> Guided instruction <input type="checkbox"/> Guided prompts <input checked="" type="checkbox"/> Guided criteria/rubrics <input type="checkbox"/> Guided criteria/rubrics and prompts <input type="checkbox"/> Other: Click here to add text
24	Training	Did the learners receive PA training at any time? If yes, describe the moment in which they received it and the type of training.	They received a 1-hour session to prepare them before the peer assessment (they learn how to give effective feedback according th Hattie & Timperley (2007)' framework and they practice peer assessment)
25	Revision	Did learners revise their work after receiving or providing PA?	<input type="checkbox"/> No <input checked="" type="checkbox"/> Yes
26	Scope of involvement	How were learners involved in the PA activity?	<input type="checkbox"/> Development of assessment criteria <input type="checkbox"/> Gave PA only <input type="checkbox"/> Received PA only <input checked="" type="checkbox"/> Gave and received PA <input type="checkbox"/> Additional self-assessment <input type="checkbox"/> Other: Click here to add text
Outcomes			
27	PA Outcomes	<p>These variables are directly measured as outcomes of the PA activity (i.e., why was the PA activity conducted?)</p> <p>Select all the options that apply to your study from the right column.</p>	<input type="checkbox"/> Beliefs & perceptions: including perceptions of learning capacity to perform PA or any perceptions related to the PA processes (e.g., fairness, usefulness), metacognition and self-regulation, attitudes and beliefs (e.g., self-efficacy), teachers' perceptions/conceptions. <input type="checkbox"/> Emotions and motivation: emotions experienced by learners (e.g., achievement emotions, social emotions, etc.) & all motivational beliefs (e.g., learning motivation). <input checked="" type="checkbox"/> Performance: academic/domain specific performance, achievement, improved draft/work (i.e., revision). <input type="checkbox"/> Skills: quality of contribution to the group, professional behaviour, problem solving skills, work habits, interpersonal skills, metacognitive & self-regulatory skills. <input type="checkbox"/> Reliability of PA: consistency of PA scores compared to other peer assessors, or PA over several rounds. <input type="checkbox"/> Validity of PA: accuracy of PA compared to teachers/tutor/expert's assessment. <input checked="" type="checkbox"/> PF content: characteristics of the feedback messages including type, focus, quality, frequency of comments/posts (i.e., participation), etc. <input type="checkbox"/> PF processing: Includes implementation, reactions to PF, seeking PF, coping with PF, etc. <input type="checkbox"/> Other: Click here to add text
Moderators/mediators			
28	PA Moderators/mediators	Variables that are not usually manipulated but are taken into account when investigating PA. Select the variables that have been explored in your study from the right column.	<input type="checkbox"/> Gender: of assessor/assessee. <input type="checkbox"/> Ability & Skills: includes prior knowledge, prior performance, achievement level, GPA, finished high school, previous level of education, year of enrolment, etc. <input type="checkbox"/> Skills: reviewing ability, computer skills, etc. <input type="checkbox"/> Age: of assessor/assessee. <input type="checkbox"/> Culture, ethnicity, nationality or race <input type="checkbox"/> Other: Click here to add text
This tool is based on: Alqassab, M., Strijbos, J., Panadero, E., Fernández Ruiz, J., Warren, M., & To, J. (2023). A systematic review of peer assessment design elements. <i>Educational Psychology Review</i> .			

Note. PA = peer assessment; PF = peer feedback

ⁱ For more detailed descriptions refer to the Online Resource 3 by Alqassab et al. (2023) via: https://osf.io/4jbr3/?view_only=9f5b223115f244ac88ac5b054eb21149

If you have further questions you can contact us: erlaresearch@gmail.com