

# Peer Assessment walk through

## Assessing understanding

- SOLO:** What level of thinking is your partner currently at? Think about the SOLO verbs
- WWW:** tell your partner why you think they have achieved the level from above. Think about the mark scheme - what do they do well and why?
- EBI:** what aspect of their work do you think needs to be improved and why?
- Helping hand:** write a line in your red pen demonstrating how they could improve one area of their work
- Next steps:** what could your partner do to make further progress? Create a mini-task or set them a question, thinking about SOLO verbs, to help them deepen their understanding.
- Second opinion:** pass your partners work to a third persons check your feedback is helpful. If they don't agree, they need to tell you why

## SOLO Taxonomy

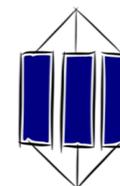
Define  
Identify  
Do simple procedure



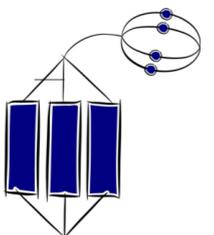
Define  
Describe  
List  
Do algorithm  
Combine



Formulate questions  
Compare/contrast  
Explain causes  
Sequence  
Classify  
Analyse  
Relate  
Analogy  
Apply



Evaluate  
Theorise  
General use  
Predict  
Create  
Image  
Hypothesise  
Reflect



## Presentation

Thinking about your partners work, make a comment on how well the text, calculations and diagrams have been presented.

## Numeracy

Correct formula selected

Formula rearranged

Values substituted

Correct answer given

Correct units stated

## Using PEE to write conclusions

Check that any conclusions follow the structure Point, Evidence, Explanation

## Literacy 1, 2, 3

Scientific keywords

- Work contains a range of appropriate or relevant specialist terms used accurately
- Use of specialist terms has been attempted, but is not always accurate
- Almost no specialist terms/general lack of understanding of their meaning

Organisation

- Work is coherent and in an organised, logical sequence
- Work has some structure and organisation
- Work is poorly organised

SPaG

- Work shows almost faultless SPaG
- Some SPaG errors
- SPaG is weak

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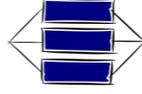
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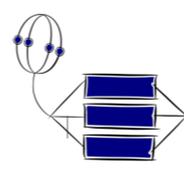
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