

# PEER ASSESSMENT PROTOCOLS

**Peer Conferences** - Students meet and give each other feedback pertaining to the project's learning targets. Feedback can be given orally or written in each target's respective feedback row in the Progress Assessment Tool. Throughout any project, schedule peer conferences on a regular basis, such as once a week for twenty minutes. You want to strike a balance between the same pairs always forming to encourage continuity, and students meeting with new partners to encourage fresh perspectives. For group projects, you want a mix of group members meeting with each other and with those from other groups.

**Gallery Walk** - Students put their projects on display, and everyone silently views and gives feedback on each other's work, oftentimes on a feedback form that is next to the project. If you want the feedback to be more focused, the teacher or students can ask for feedback related to specific learning targets. If the project in progress isn't entirely self-explanatory, have the students leave a written explanation next to it (individual projects), or have one group member stay back to explain the work (group projects). Afterward, give students time to process their feedback and to plan action steps.

**Fishbowl** - If you have students who demonstrate strengths in asking questions, reflecting, and providing feedback, ask them to model for the class. The students on the inside of the circular fishbowl model the intended practice and the rest of the class, on the outside, listens and takes notes. At certain points, roles can be reversed, giving more students an opportunity to be in the fishbowl. Afterward, the class discusses what worked well. For project based learning, a few options include: students from different groups in the fishbowl, giving each other feedback; or an entire group in the fishbowl, openly discussing their project.

**Braintrust** - In *Creativity, Inc.* (2014), Ed Catmull tells us all about Pixar's Braintrust meetings. He describes them "As Pixar's version of peer review, a forum that ensures we raise our game - not by being prescriptive but by offering candor and deep analysis." While Pixar uses its Braintrust for peer feedback during filmmaking, we can have a classroom Braintrust for feedback during projects. An individual or group presents the project in progress to the rest of the class, and the class gives oral feedback. These meetings are powerful when presenters are honest about what is or isn't working; candid feedback focuses on the work, not the presenters; and the presenters are open to feedback. "Inside the Pixar Braintrust," an excerpt from *Creativity, Inc.*, can be found on the [Fast Company website](#).

**Receiving Feedback** - In *Thanks for the Feedback* (2014), Douglas Stone and Sheila Heen explain why pull (receiving feedback) beats push (giving feedback): "If the receiver isn't willing or able to absorb the feedback, then there's only so far persistence or even skillful delivery can go." So, we also need to work with students (and ourselves) on receiving feedback. This starts with students being conscious of their thoughts and actions when they're on the receiving end. Try discussing and roleplaying with students when they're most likely to accept or reject feedback.