

# Engaging Students with the Assessment Process -

## Using the Turnitin PeerMark tool in student**central**



Peer review is a popular teaching practice, with a strong body of evidence showing that it helps improve student writing, editing and critical thinking. But in its paper-and-pen form, peer reviewing presents logistical challenges especially for larger classes.

The PeerMark tool in Turnitin helps to eliminate these challenges and complexities. Using a simple web-based interface, instructors can set up and manage assignments, provide structured guidance and monitor the results with not too much effort. Students can easily upload, review and comment on each other's papers, prompted by instructor-supplied questions and guidelines.

## **How to use the Self and Peer Assessment tools in studentcentral**

Self and Peer assessments are appropriate when used for formative purposes – i.e. to provide feedback. There is a lot of evidence to suggest that students learn from giving feedback to other students, as well as from receiving peer feedback.

### **What are they?**

They are forms of assessment that support student learning

- Self assessment - is a process where students are involved in and are responsible for assessing their own piece of work. It encourages students to become independent learners and can increase their motivation
- Peer assessment - is where students are involved in the assessment of the work of other students. Students must have a clear understanding of what they are to look for in their peers' work

### **Why use Peer and Self Assessment?**

Self assessment may :

- be used to help develop in students the ability to examine and think critically about their learning
- help students to determine what criteria should be used in judging their work and to apply these objectively to their own work in order to facilitate their continuing learning
- be undertaken as part of the assessment requirements of a course or as an exercise within the course's requirements

Peer assessment may:

- be used to develop the ability to work cooperatively, to be critical of others' work and receive critical appraisals of, and feedback on, their own work
- provide students with some insight into the criteria to be used for marking a piece of assessable work
- also be a way of ascribing a mark or grade to a student's work for summative purposes

## **What are the benefits?**

- Students who see clear models of work that meet the standards set and understand why the work meets those standards will begin to make comparisons between their performance and the Exemplars presented
- Rubrics should show students where they have been, where they are now, and where they need to be at the end of the task
- Describing progressive levels of performance becomes a guide for the journey, rather than a blind walk through an assessment maze
- Lecturers involve students in the monitoring process and shift some of the responsibility for documenting and justifying learning to the students
- Research has demonstrated that high-performing learners do the following:
  - Self-monitor
  - Self-correct
  - Use feedback from peers to guide their learning process
  - Revision – you could ‘re-use’ an assignment the students had taken previously as launch it as peer and self review

## **When is it appropriate to use Peer or Self Assessment?**

Peer and self assessment are very appropriate when used for formative purposes – i.e. to provide feedback. There is a lot of evidence to suggest that students learn from giving feedback to other students, as well as from receiving peer feedback.

Peer assessment can also be used summatively as part of the module mark. Lecturers can factor in the peer mark (though the peer mark should be meaningful, say at least 10%). The process should be carefully moderated and there should be an appeals process, with the lecturer as the final arbiter. If the peer marking is conducted anonymously, the reliability of the peer assessment process may well increase.

Self assessment is usually conducted for formative rather than summative purposes. However, students can be asked to submit a self assessment of a piece of work, along with the assignment itself, and this can be marked by the tutor. This approach encourages reflection and self criticism.

The following areas lend themselves to peer assessment:

- Student presentations
- Poster displays
- Group process (during projects)
- Peer assessment involves students assessing the performance of other students. This is often appropriate in assessing group work, and is particularly valuable if both product and process are assessed.
- Problems (in mathematical subjects)

- Reports/essays (in particular plans or first drafts)
- Engaging students with the assessment process: number is018
- Oct 2010 5
- Annotated bibliographies
- Practical's (e.g. lab reports )
- Portfolios

### **Challenges and possible solutions**

- Students' attitudes: e.g. "marking is your job, not mine" – emphasise that peer and self-assessment are useful procedures for the student's own development
- Peer pressure on students not to mark down their colleagues – point out that this can be done anonymously by students
- Students' lack of confidence in process – practice will show that the process does work
- Students do not understand criteria – you need to ensure than you explain the process clearly and that you provide criteria that can be clearly interpreted.

## **Using the Turnitin PeerMark tool to facilitate Self and Peer Assessment in studentcentral**

### **Overview**

The Turnitin PeerMark Assessment tool quickly allows an instructor to use an existing Turnitin assignment and then set one or more Questions which the students use to review the work of their peers. The instructor decides how many reviews each student gets, whether the student is asked to review their own work, whether the reviews are anonymous and more.

There are three stages to this process :

- Setting the assignment (giving appropriate points and dates)
- Distribution (how many papers the students will review)
- Questions ( where the instructor sets the peer review questions)

The questions provide structure and content to the review. They can be :

- Simple: Were the references in the school style of Harvard?
- On a Scale: On a scale of 1-5 how would you rate this paper?
- Complex: Does the logic of this paper ever fall flat...where?

### **Features and Functions**

- The Turnitin PeerMark tool is designed to enhance the reflective learning skills of students. Reviewing the work of peers through evaluative questions promotes constructive feedback
- The constructive feedback that students receive from their peers can provide valuable insights into their own efforts
- Large classes can benefit from the Self and Peer Assessment tool by distributing the administrative workload; quality feedback can be provided from several different individuals, instead of relying upon a single Instructor
- Assessments can be precisely scheduled Instructors can allow students to choose which of their peers work they wish to review
- Instructors have the option of using Self and Anonymous evaluations. These options may provide a comfort level that can result in more candid assessments and evaluations. They may also impact the integrity of the assessment process; care must be exercised in their use
- You can pre-assign students in pairs or exclude students from the process altogether
- Instructors can set up a bank of Library questions which can be saved for future use
- The questions can be edited and re-ordered as appropriate
- Instructors can write a review of the student work themselves and comment on the reviews the students have undertaken

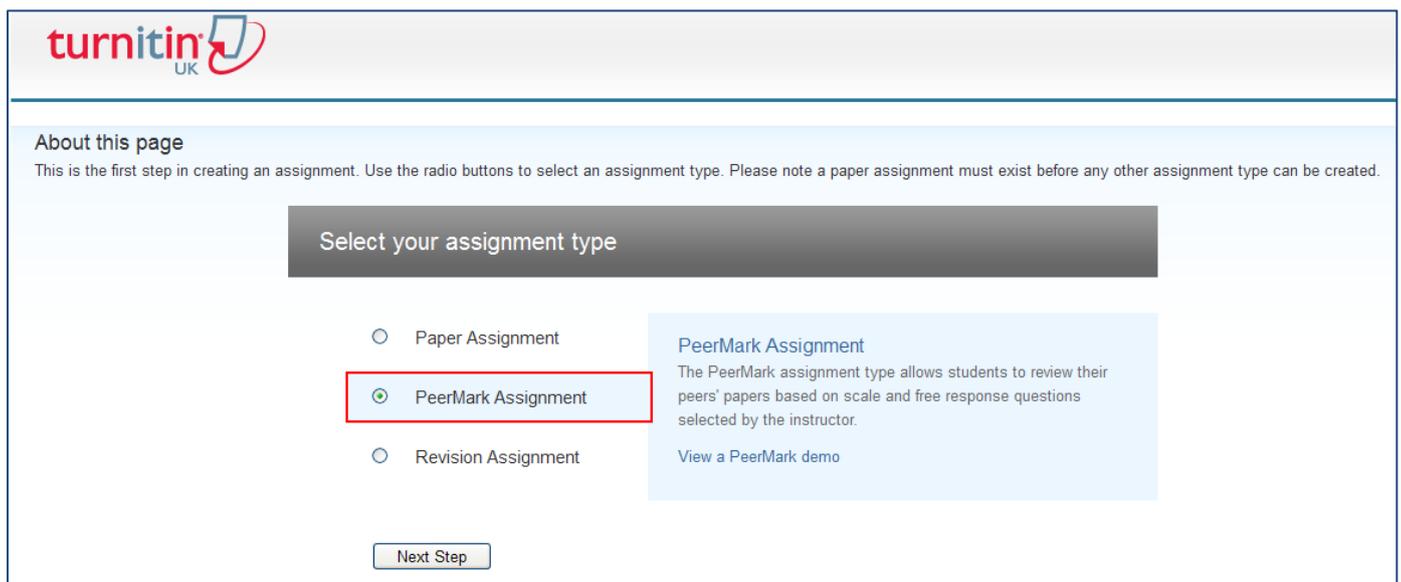
## Setting up a PeerMark assessment in studentcentral and Turnitin

There are a few stages that you need to complete to create the assessment :

- Choose the Turnitin Assignment – this can be a new one or an existing one you now wish to use for peer and self review
- Distribution – this is where you decide how many papers each student will review, whether the process will be totally anonymous or whether the students can choose which if their peers they wish to review
- Create the questions – this is where you set the peer review questions. So for example if this was a written assignment these questions would be key points you would like the students to discuss/answer in their review

### Step 1 of 3 : Choosing the Assignment

1. From the appropriate menu link in which you wish to place the PeerMark assessment, select the **Create Assessment** button and choose **Turnitin Assignment**
2. Choose **PeerMark Assignment** and click **Next Step**



turnitin UK

About this page  
This is the first step in creating an assignment. Use the radio buttons to select an assignment type. Please note a paper assignment must exist before any other assignment type can be created.

Select your assignment type

Paper Assignment

PeerMark Assignment

Revision Assignment

**PeerMark Assignment**  
The PeerMark assignment type allows students to review their peers' papers based on scale and free response questions selected by the instructor.  
[View a PeerMark demo](#)

Next Step

3. Click the dropdown arrow beside the **Select an assignment** box and select the assignment on which you wish to base this review

# PeerMark Settings

**Step 1**  
Assignment

•Select an assignment to base this peer review on.

Select an assignment ▼

Select an assignment

Les's assignment - DUE Feb 7

Jackie's assignment - DUE Feb 10

Amanda's assignment - DUE Feb 10

kris assignment - DUE Feb 10

written

**Choose the existing assignment on which you wish to base this review**

4. If you wish, give the review a **Points value** – NOTE this is the points for the review and not the assignment. This stage is optional
5. The **Award full points if review is written** box is described by some reviewers of this tool as the 'no-brainer' box. Ticking it gives the students points just for taking part in the process and NOT for actually checking the content. You might prefer to leave this not ticked
6. Click the **Show more options** link

# PeerMark Settings

**Step 1** Step 2 Step 3  
Assignment Distribution Questions

•Select an assignment to base this peer review on.

Select an assignment ▼

Point value

Award full points if review is written

[Hide options](#)

Assignment title

Assignment description and/or instructions  
This description will appear on students' inboxes.

Additional Settings

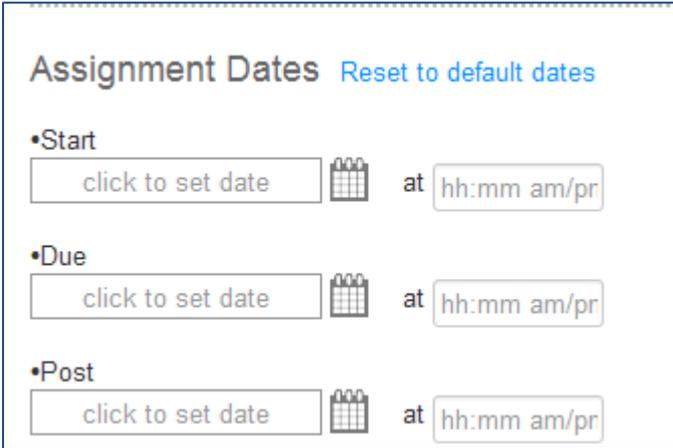
Allow students to view author and reviewer names

Allow students without a paper to review

7. The options here would allow you to give the review assignment a **title** and **description** – which could be useful if you wish to make the whole process online and not give the students any manual instructions or you could use this to give students basic guidelines for completing their reviews. These instructions will appear on the students' inboxes – NOTE this is not their email inbox or student**central** inbox but the inbox interface they see when they take the Turnitin assignment.
8. The **Additional Settings** would allow you to enable students to see the name of the author of the papers that are being reviewed and the names of the students who wrote

the reviews – i.e. remove all anonymity and / or allow students who have not submitted papers to the paper assignment to write reviews for other students

9. **RECOMMENDATION** : It is very important to give the review an appropriate name so it is clear what you asking the students to do. Otherwise they may think this is simply a 'normal' Turnitin e-submission point
10. Clicking **Hide options** closes this extra box
11. In the **Assignment Dates** boxes you get the usual Turnitin options to choose **Start, Due** and **Post** dates



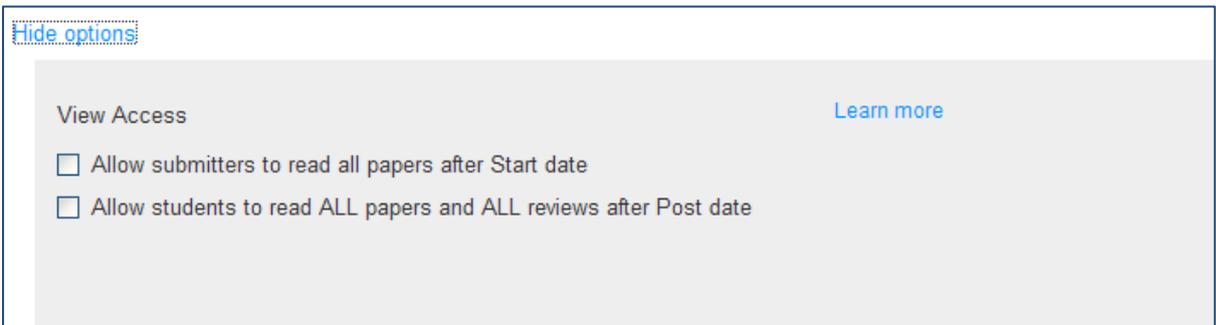
**Assignment Dates** [Reset to default dates](#)

•Start  
click to set date  at hh:mm am/pr

•Due  
click to set date  at hh:mm am/pr

•Post  
click to set date  at hh:mm am/pr

12. Click the **Show more options** link



[Hide options](#)

View Access [Learn more](#)

Allow submitters to read all papers after Start date

Allow students to read ALL papers and ALL reviews after Post date

13. Here you could determine the **View Accesses**.
14. If **Allow submitters to read all papers after Start date** is selected students are able to read ALL the papers submitted to the original assignment by clicking on a link within PeerMark inbox labelled **Read All Papers**
15. If **Allow students to read ALL papers and ALL reviews after the Post date** is selected, students will be able to read every paper submitted to the original assignment and read every review written for each paper AFTER the PeerMark assignment Post date. Students can read all papers and reviews by clicking on the **Read All Papers and Reviews** link
16. Clicking **Hide options** closes this extra box
17. Click **Save and Continue** to be taken to the Distribution process

## Step 2 of 3 : Distribution

1. Note the default settings for distribution – namely 1 paper to be reviewed by each student and none selected by them

### PeerMark Settings

Step 1 Assignment   Step 2 Distribution   Step 3 Questions

#### Distribution of Papers

Select the number of papers each student will review.  
To learn more about how papers are distributed, [see our FAQ page](#).

#### Each student will review

Paper(s) automatically distributed by PeerMark	1
Paper(s) selected by the student	0
Require self-review	NO

[Edit](#)      1      total reviews

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[Show more distribution options](#)

2. Choose **Edit** to change these settings
3. The **Paper(s) automatically distributed by PeerMark** may be a randomly chosen paper by the PeerMark system or a selected paper an instructor has chosen for the student to review (as explained below)
4. The **Paper(s) selected by the student** are the number of papers a student must choose from a list of all available papers within the pool of papers submitted to the original assignment
5. **Require self-review** means that students will be required to write a review on their own paper making this a Self and Peer Review assessment
6. **RECOMMENDATION** : You may think the default of 1 paper to review is too little – but actually it seems “less is more” here in this feature. If you give the students too many, they may ‘turn off’ and may not complete the reviews
7. Click **Save**
8. **VERY IMPORTANT NOTE** : This is an important step if you make changes here otherwise your new distribution settings revert back to the default – it is easy to miss this
9. Click the **Show more distribution options** link

These distribution options allow instructors to choose to exclude student papers from distribution or specify which student papers a student(s) will have to review.

**Pair Students** **Exclude Students**

Search for student  WILL REVIEW Search for student   or [Cancel](#)

[Browse for student](#)

Cheryl Cole  
Dorothy Gale  
Johnny Depp  
Liza Minnelli  
Pippa Middleton  
Simon Cowell  
Stanley Kubrick  
Victoria Beckham  
Vinnie Jones

or [Return to previous step](#)

10. This is where you could pair students up by browsing the userlist after clicking **Pair Students**
11. You could also **Exclude Students** if you wanted selected students to NOT take part in this review.
12. **NOTE** : If you have chosen the process to be anonymous, the students won't know you have paired them up
13. Click **Save & Continue** to be taken to the next step in this process

### Step 3 of 3 – Setting the Questions

1. Click **Add Question**
2. You will notice you get 4 options

*Click here to add instructions.*  
Instructions entered here will appear to students above their peer review questions.

**+ Add Question** Reorder questions

Free Response  
Scale  
LIBRARY:Sample Library  
LIBRARY:First Library

Questions to your review assignment  
by clicking the Add Question button.

Save to library

3. **Free response** is where you would type the question you want the students to use to review the work which could be simple or complex – e.g. “Were the references in the school style of Harvard?”
4. You need to specify a number of words as the minimum answer. For a question like the above, it could be a 1 word answer – Yes or No. But you may want the students to expound on their answer so you might want more than a 1 word answer

**+ Add Question** Reorder questions

Free Response

Question

Minimum answer length  words

or [Cancel](#)

Save to library

5. **Add Question > Scale** allows you to write a question that doesn't have a right or wrong answer but asks the students to rate something – e.g. “On a scale of 1 to 5 how would you rate this paper?”

**Add Question** Reorder questions

Scale

Question

Scale Size

Labels

1:

#:

or [Cancel](#)

6. In the **Scale Size** box you choose the appropriate number from the drop down arrow
7. You can then type **Labels** for the start and end scales – e.g. Poor for 1 and Excellent for 5
8. NOTE : As you build up your own question list you can choose to Save to Library – which means those questions will stay in your own Turnitin ‘library’ or pool of questions whenever you login – which you could re-use on other assignments
9. **Add Question > Library : Sample Library** contains a set of questions already prepared by Turnitin
10. You can choose to add one, more or all of them

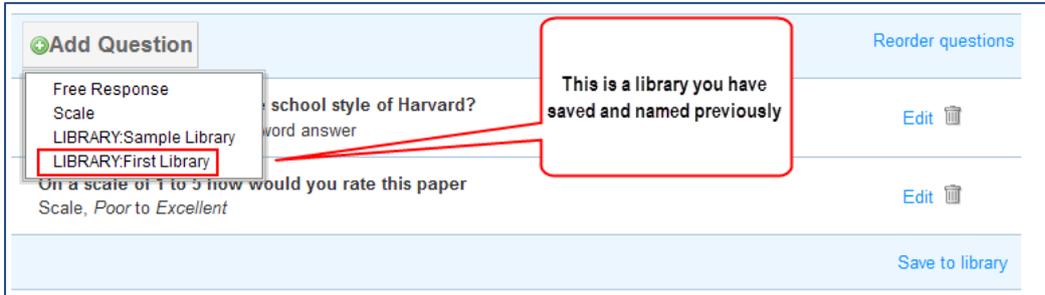
**Add Question** Reorder questions

**LIBRARY: Sample Library**

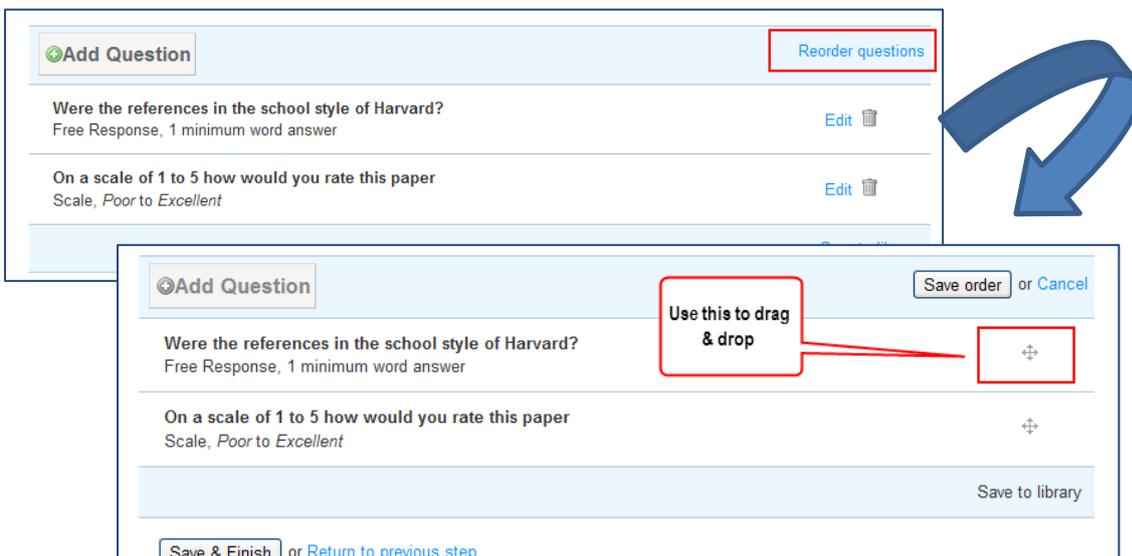
Rate this paper's overall readability <i>Scale, unreadable to very readable</i>	<input type="button" value="Add this question"/>
At which point did you feel most interested by this piece? When least? Explain. <i>Free Response, 5 minimum word answer</i>	<input type="button" value="Add this question"/>
Does this paper sustain a coherent point of view? Why or why not? <i>Free Response, 5 minimum word answer</i>	<input type="button" value="Add this question"/>
Could the readability, clarity, or style of this paper be improved? How? <i>Free Response, 5 minimum word answer</i>	<input type="button" value="Add this question"/>
Rate the strength of this paper's thesis. <i>Scale, very weak to very strong</i>	<input type="button" value="Add this question"/>
Can the conclusion of this paper be convincingly drawn from the thesis and the argument made in the body of the paper? Why or why not? <i>Free Response, 5 minimum word answer</i>	<input type="button" value="Add this question"/>

or [Finished adding questions from library](#)

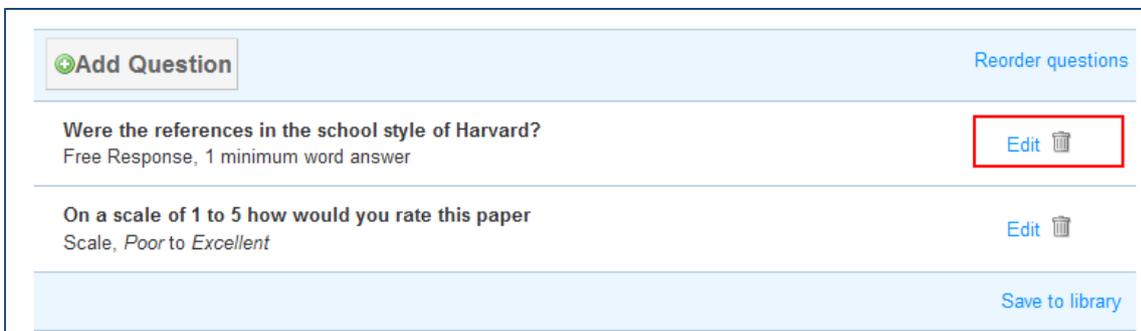
11. If you saved and created your own library, that option would appear at the bottom of the Add Question drop-down window. You can choose from as many libraries as you have created



12. Once you have added everything it is very easy to **Reorder questions** by dragging and dropping



13. You could also **Edit** or **Delete** the question if you had made a mistake

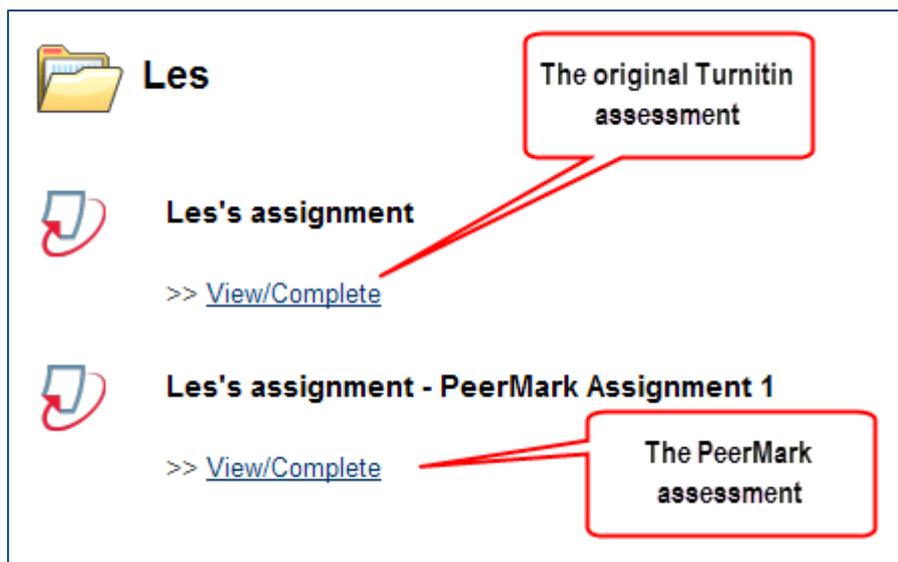


14. Once you have added, edited and reordered your questions clicking Save & Finish and OK takes you back to the start in studentcentral

## What does the Student see? One : Taking the Evaluation

### Step 1 : Finding the Review Assignment link

1. When a student is directed to the correct area, they will see a link to the various Turnitin assignments that have been set – as below. As you can see, naming the review assignment is quite important so they can tell which is the appropriate link for PeerMark



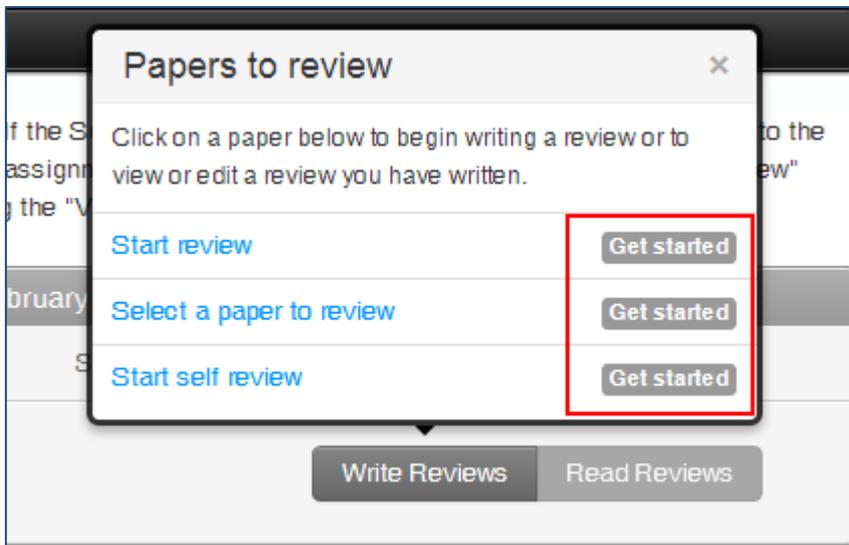
2. Once there, they click the **View/Complete** link
3. They will then see the review assignment, when they can start and when it has to be completed by and the status. They click **Write Reviews** to enter the assignment

The screenshot shows the Turnitin UK interface. At the top, there is a navigation bar with "Assignment Inbox" and "preferences" tabs. Below this is a welcome message: "Welcome to your new class homepage! From the class homepage you can see all your assignments for your class, view additional assignment information, submit your work, and access feedback for your papers. Hover on any item in the class homepage for more information." The main heading is "Class Homepage". A detailed instruction follows: "This is your class homepage. To submit to an assignment click on the 'Submit' button to the right of the assignment name. If the Submit button is grayed out, no submissions can be made to the assignment. If resubmissions are allowed the submit button will read 'Resubmit' after you make your first submission to the assignment. To view the paper you have submitted, click the 'View' button. Once the assignment's post date has passed, you will also be able to view the feedback left on your paper by clicking the 'View' button." Below this is a table titled "Assignment Inbox: TurnitinUK workshop area - 3rd February".

	Info	Dates	Similarity
PeerMark		Start 09-Oct-2012 12:01AM Due 23-Oct-2012 11:59PM Post 25-Oct-2012 12:01AM	<input type="button" value="Write Reviews"/> <input type="button" value="Read Reviews"/>

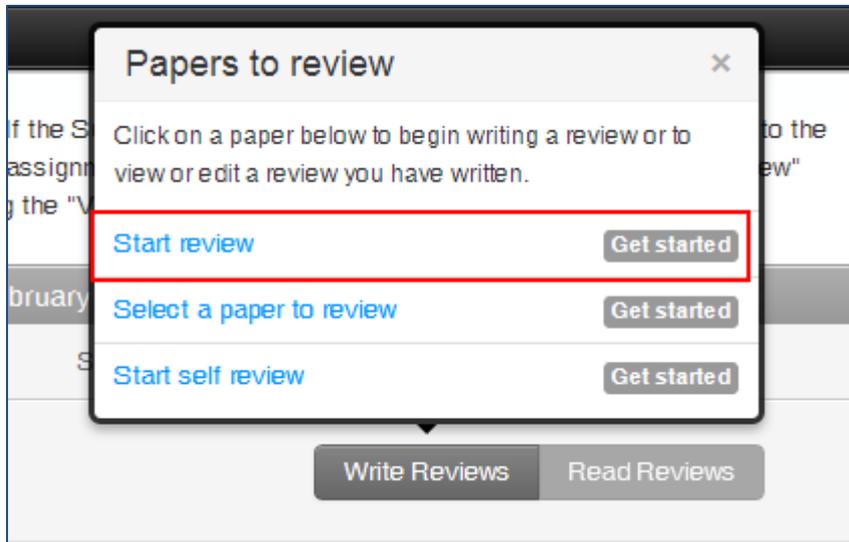
### Step 2 : Starting the Review

1. Once the students have entered the review assignment, they see the number of reviews allocated for them
2. They can start with any of the offered reviews by simply clicking **Get Started**

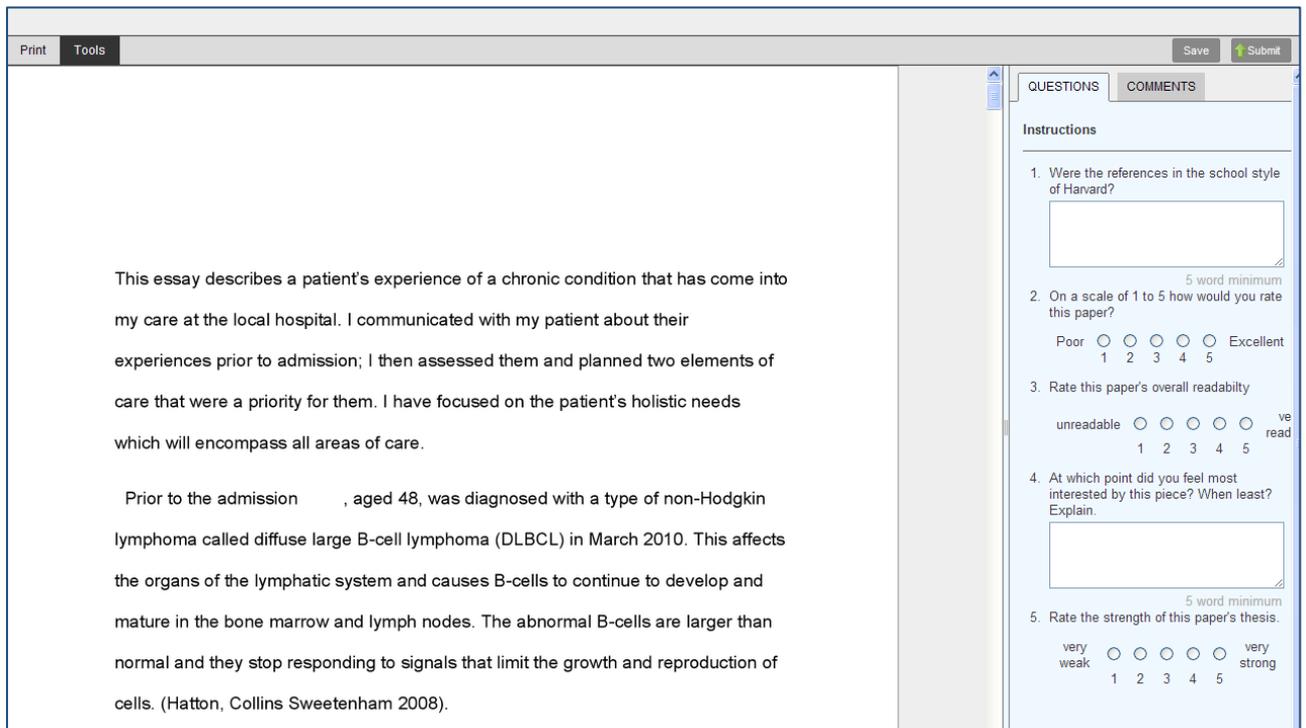


### Step 3 : Choosing a Review : Pre-Assigned

1. Clicking **Get Started** beside **Start Review** brings up the work that they have to evaluate. This could have been randomly assigned to them by the system or assigned by the instructor in the pairing option

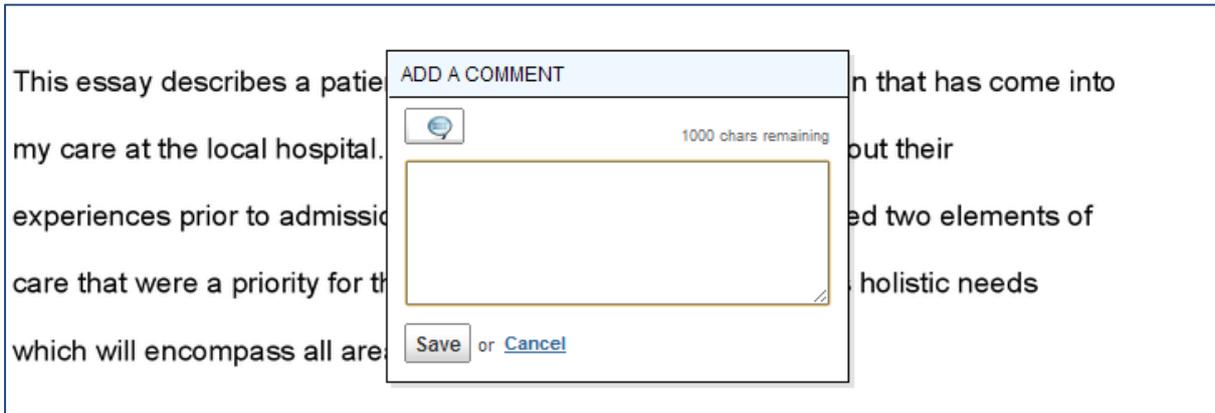


2. The screen is laid out with the assignment to review on the left and the questions set by the tutor, with any word count specifications, on the right

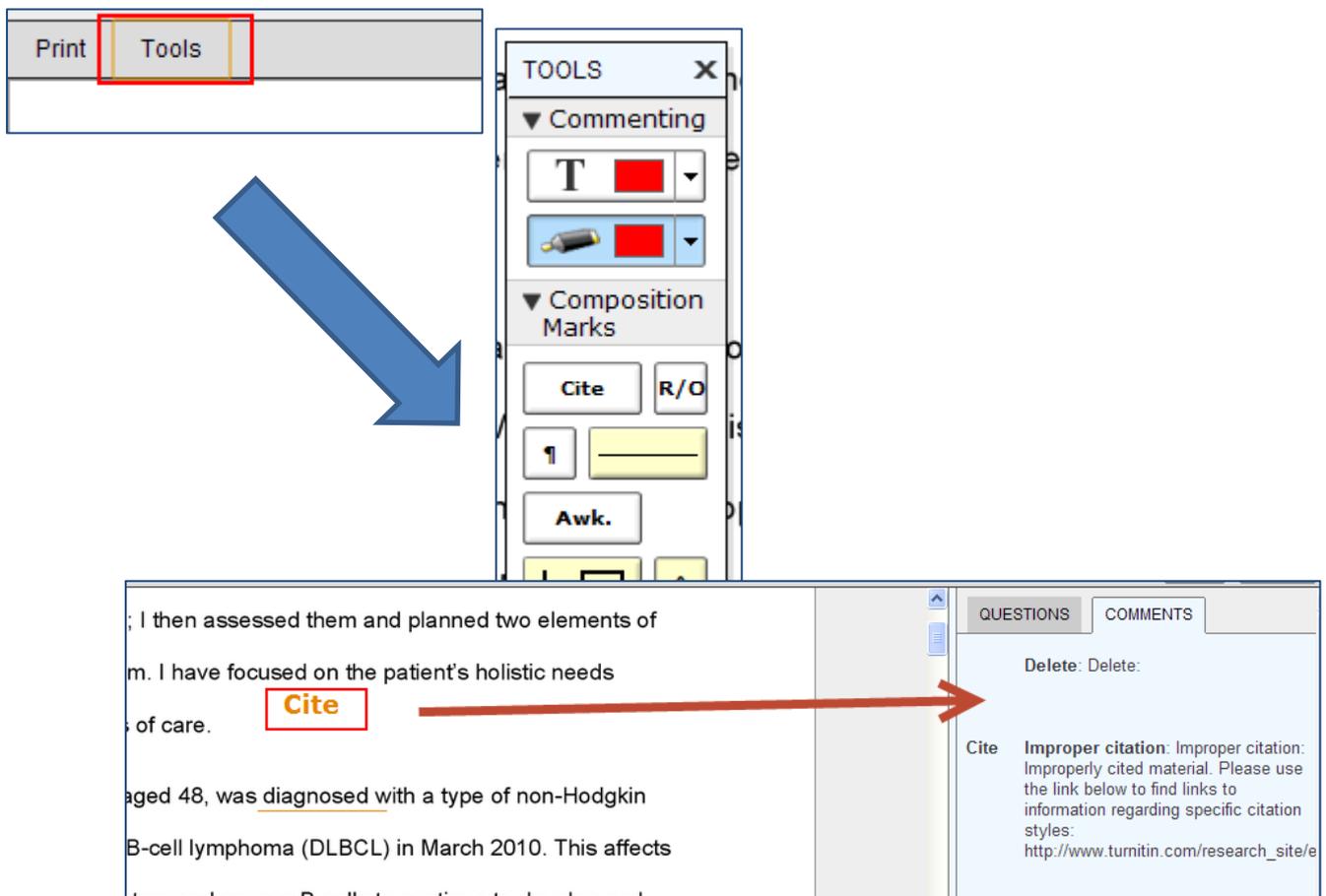


3. The students can now start to 'answer' the questions you set
4. Again these can be in any order

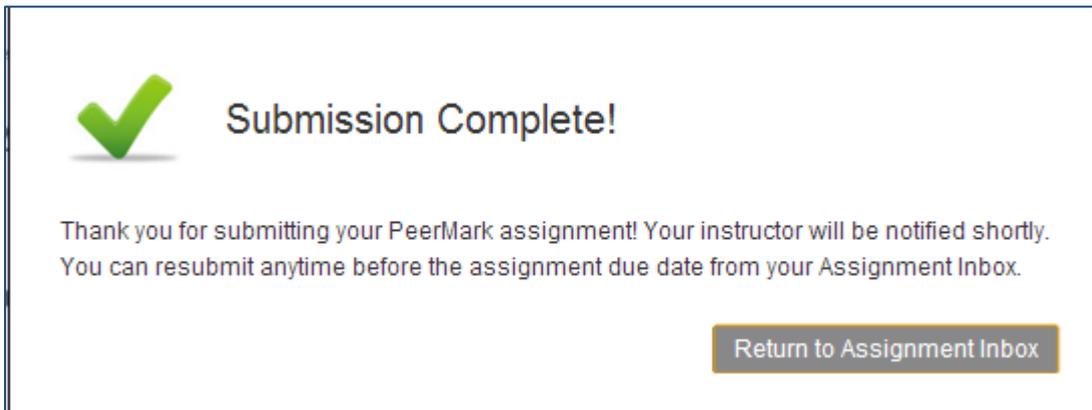
- If the students like, they can use the 'Grademark' type tools. By clicking anywhere on the work to be evaluated they can write some **Comments**



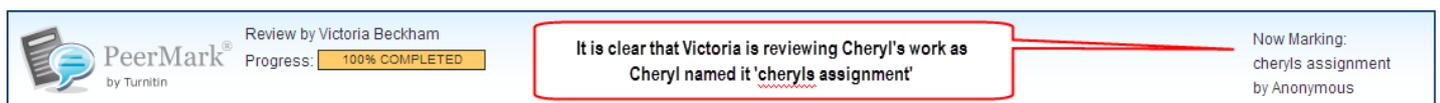
- In the above example, just like in GradeMark, when they have clicked **Save** on a Comment, a speech balloon icon appears which, when hovered over, expands the comment. This is also what the student, whose work was reviewed, would see
- They could also click the **Tools** link at the top left to bring up more editing tools – e.g. highlighting, text colour, connectors and even a small QuickMark library called Composition Marks (Cite, R/O, delete etc). These appear in the **Comments** panel to the right



8. **RECOMMENDATION** : As there are so many options available to the student, it might be worth spending some time guiding them through the best tools to use – do you just want them to answer your review questions or do you wish them to also add freehand feedback comments?
9. Throughout the process, the student could click **Save** (to go back later and finish it) or **Submit**
10. Once they click Submit, they get a clear receipt which states that they can resubmit at any time before the Due Date



11. Clicking **Return to Assignment Inbox** takes them back to their Inbox so they can start the next review
12. **VERY IMPORTANT NOTE** : At the top of the review screen are details of the person reviewing and the title of the work being reviewed. If a student had saved their work as myname-assignment 1 or put their name in the header / footer it would be clear to the reviewer whose work they were reviewing. So if anonymity is needed, make it clear to students NOT to save their work with their name nor to add their name in the header / footer

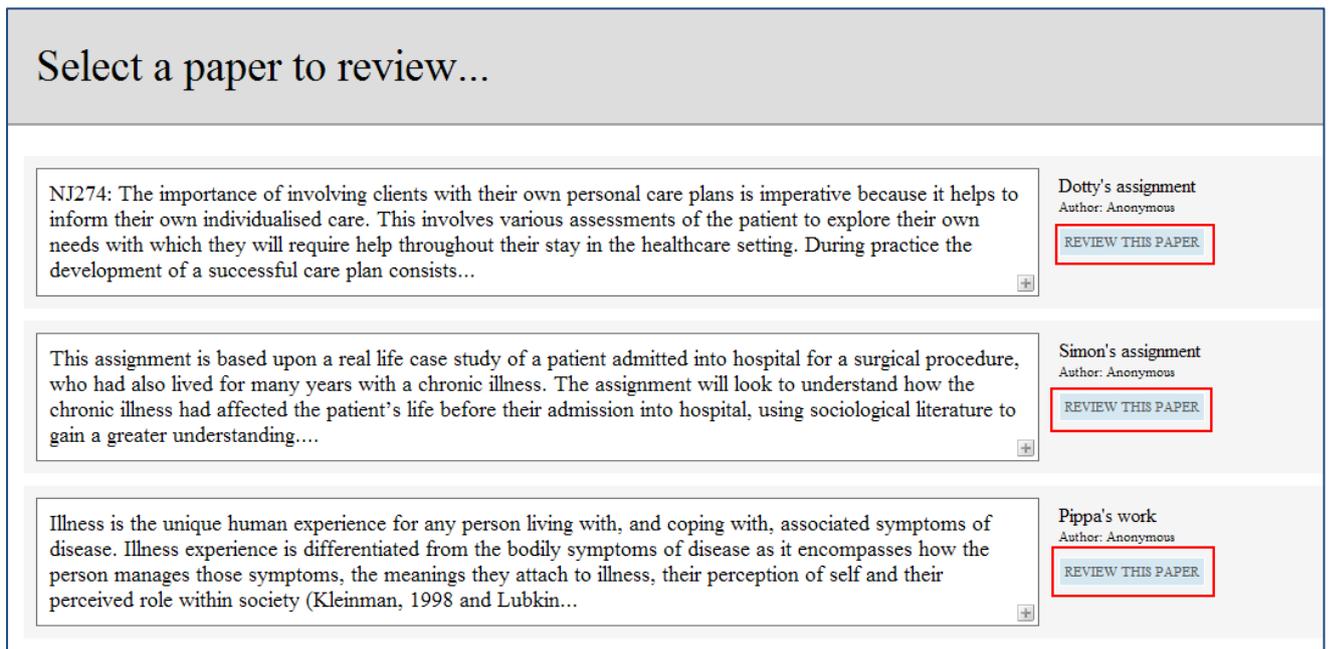
A screenshot of the PeerMark review interface. On the left is the PeerMark logo with "by Turnitin" below it. To the right of the logo, it says "Review by Victoria Beckham" and "Progress: 100% COMPLETED" with a yellow progress bar. In the center, a red-bordered box contains the text: "It is clear that Victoria is reviewing Cheryl's work as Cheryl named it 'cheryls assignment'". On the far right, it says "Now Marking: cheryls assignment by Anonymous".

## Step 4 : Choosing a Review : Student Choice

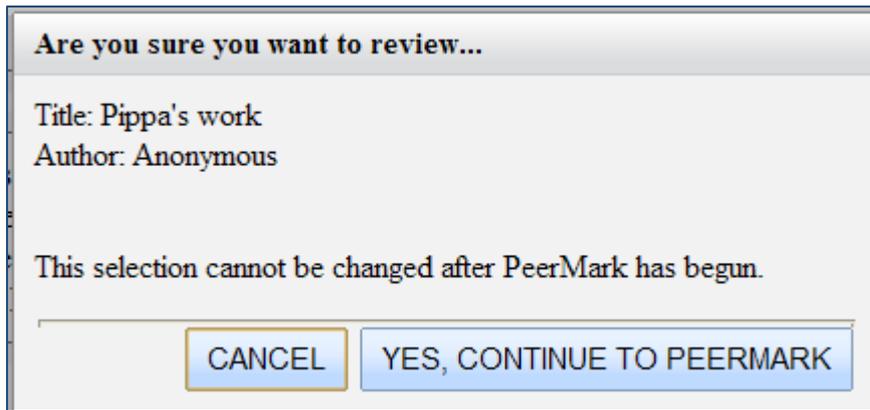
1. Clicking **Get Started** beside **Select a paper to review** brings up a list of all the work submitted to the original assignment point



2. The student chooses **REVIEW THIS PAPER** beside the one they wish to review



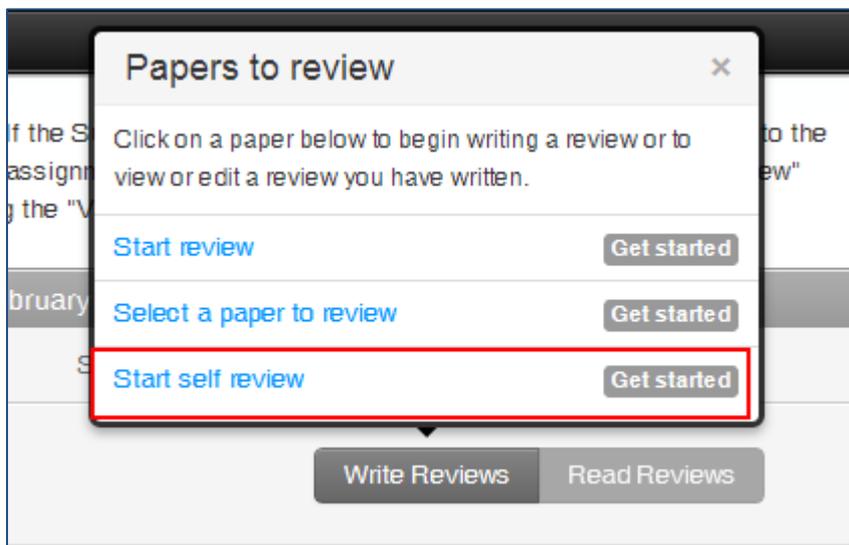
3. They can click the small plus sign down at the bottom right of the preview to see more of the paper before they choose it. Once they have clicked Review This Paper the choice is final



4. **NOTE** : Once again, the Author field is anonymous if this was chosen when setting up the review assignment. To retain this anonymity students need to be informed NOT to put their names in the original titles
5. The process is then as before...answering the review questions and being able to write comments on the work

### Step 5 : Self Review

1. Clicking **Get Started** beside **Start self review** brings up their own work with all your review questions – a self-assessment



2. The screen looks exactly the same as before with the ability to answer the set review questions and comment on their own work

That's it. The students can go back and edit their reviews at any time until the due date. Their reviews will be available after the assignment due date.

## What does the student see? Two : Viewing the evaluations and results

1. After the review completion deadline has been met, the student will see the **Read Reviews** button is now available and when they click on that they get to choose which review of their work they wish to read

The screenshot shows the 'Class Homepage' for a PeerMark assignment. At the top, it says 'Class Homepage'. Below that, there is a paragraph of text explaining the submission process. A red callout box points to the 'Read Reviews' button, stating: 'Student can click Read Reviews after the Post Date and then choose which review to read. In this example all reviews say 'Student' as reviews were anonymous. If anonymity had been removed, they would see the name of their reviewer'. To the right, a dropdown menu titled 'Reviews for your paper' shows three entries, each labeled 'Student'. At the bottom, there are buttons for 'Write Reviews' and 'Read Reviews'. Assignment details include: Start 18-Oct-2010 1:30PM, Due 19-Oct-2010 8:00AM, and Post 04-Nov-2010 12:01AM.

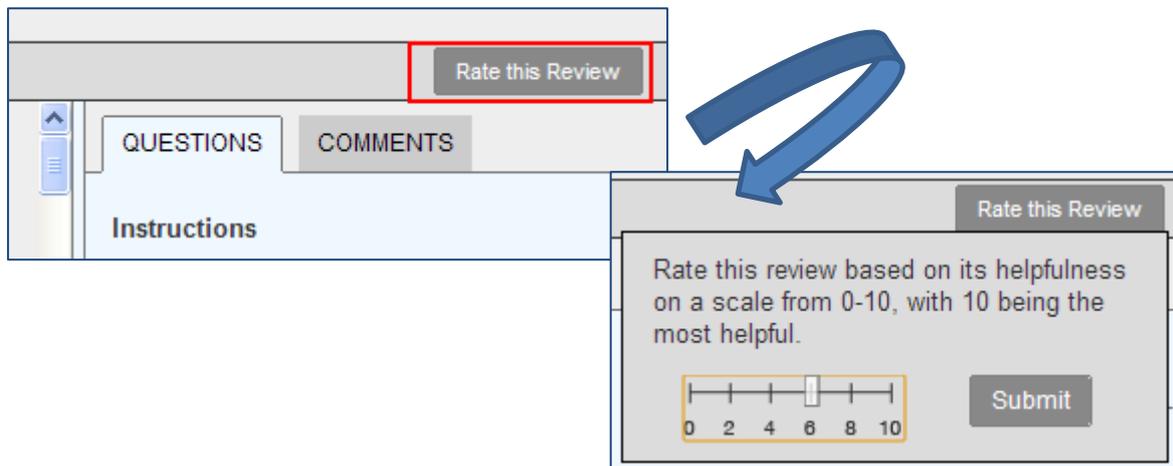
2. Clicking on any piece of work brings up the review of their work by one of their peers (which in this example is anonymous)
3. They can view any inline comments (via the speech bubbles) or answers to the questions you set as review questions

The screenshot shows a student's review page for a paper by Victoria Beckham. The page is titled 'Paper by Victoria Beckham' and 'Now viewing review 2 of 3'. There are navigation links for '< Previous' and 'Next >'. The main content area shows the text of the paper, with a red callout box pointing to a speech bubble icon, stating: 'Clicking on speech bubbles will expand inline comments'. To the right, there is a sidebar with 'QUESTIONS' and 'COMMENTS' tabs. The 'QUESTIONS' tab is active, showing a list of questions and their corresponding answers. A red callout box points to the answers, stating: 'Answers to the set questions are viewable here'. The questions and answers are as follows:

Question	Answer
1. Were the references in the school style of Harvard?	They were - well done indeed
2. On a scale of 1 to 5 how well did this essay meet the assignment title?	2 of 5
3. Rate this paper's overall readability	4 of 5
4. Does this paper sustain a coherent point of view? Why or why not?	Constantly seeks improvement opportunities Contributes frequently in discussions Has self-confidence
5. Rate the strength of this paper's thesis.	1 of 5
6. At which point did you feel most interested by this piece? When least? Explain.	Needs to improve team mentality Needs to follow through on responsibilities

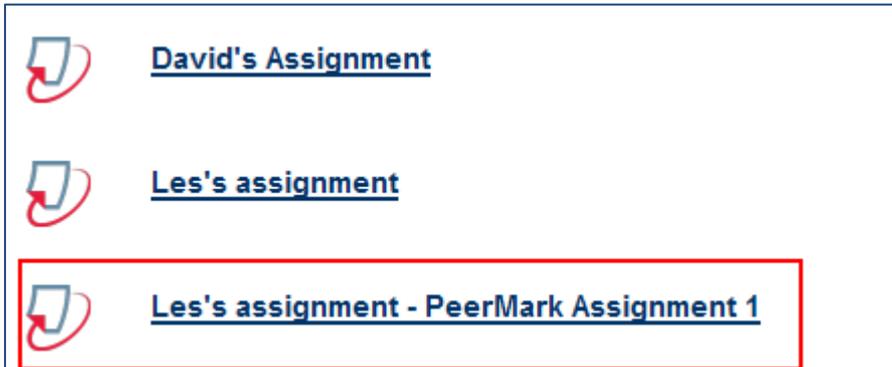
4. They can also view the comments from the Comment tab at the right

5. The student can also rate the reviewers review on a scale of 1 to 10 by clicking the Rate this Review button



## Viewing the evaluations and results – staff view

1. From the appropriate study area, choose **Control Panel > Course Tools > Turnitin** and select the PeerMark assignment from your list (or you can actually go straight from the Peermark assignment point)



2. Clicking **Show details** beside each student brings up all the reviews they have done and received

The screenshot shows the 'Les's assignment' page in Turnitin. At the top, there are navigation tabs: Dashboard, Assignment Inbox (selected), Edit Assignment, Libraries, Class Stats, and Preferences. Below the tabs, the assignment title 'Les's assignment' is displayed with 'PEERMARK' next to it. There are also 'START', 'DUE', and 'POST' dates and times. Below this is a table with columns: STUDENT, SUBMITTED, GRADE (10), and ACTIONS. The 'ACTIONS' column contains 'Show details' and 'More Actions' links for each student. A red box highlights the 'Show details' links for all students.

STUDENT ▲	SUBMITTED	GRADE (10)	ACTIONS
Beckham, Victoria	3/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼
Bryson, Bill	0/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼
Cole, Cheryl	3/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼
Cowell, Simon	3/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼
Depp, Johnny	3/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼
Gale, Dorothy	3/3 reviews	-- / 10	Show details <a href="#">More Actions</a> ▼

3. You can now choose to :
  - Read the reviews made by the student
  - Read the reviews of the student's work made by their peers
4. These can be read one at a time or all at once

STUDENT ▲	SUBMITTED	GRADE (10)	ACTIONS
<b>Beckham, Victoria</b>	3/3 reviews	-- / 10 (--%)	<a href="#">Hide details</a> <a href="#">More Actions</a> ▼
Victoria submitted 3 reviews		SCORE (10)	Victoria received 3 reviews
Dorothy Gale System assigned	<a href="#">Read Review</a> 10-Oct-2012	--	Victoria Beckham Self-review 10-Oct-2012 <a href="#">Read Review</a>
Florence Nightingale Student selection	<a href="#">Read Review</a> 10-Oct-2012	--	Simon Cowell System assigned 10-Oct-2012 <a href="#">Read Review</a>
Victoria Beckham Self-review	<a href="#">Read Review</a> 10-Oct-2012	--	Pippa Middleton System assigned 10-Oct-2012 <a href="#">Read Review</a>
<a href="#">Read all these reviews at once</a>			<a href="#">Read all these reviews at once</a>
TOTAL --/30 (--%)			
<a href="#">Edit Grades</a>			

This is a list of the reviews made by this student

This is a list of the reviews of this student's work made by their peers (note - you can now view who made the review - for you, anonymity is removed)

5. When you choose to **read the reviews made by the student** (left hand column), you get the option to **grade** their review (which would be from the grade you chose when setting up the PeerMark assessment)

PeerMark<sup>®</sup> by Turnitin

Paper by Dorothy Gale  
Review by Victoria Beckham  
Progress: **100% COMPLETED**

Now viewing review 1 of 3  
[< Previous](#) [Next >](#)

Print

Grade:  /10

QUESTIONS COMMENTS

Instructions

- Were the references in the school style of Harvard?  
Yes they were - all understandable
- On a scale of 1 to 5 how well did this essay meet the assignment title  
3 of 5
- Rate this paper's overall readability

Student Victoria Beckham reviewed Dorothy Gale's work

You can grade 'Victoria's' review - i.e. did they do a fair review?

The patient that I have identified for this module was presented to hospital with exacerbation of chronic obstructive airways disease. I will be looking into the sociological effects this

6. Clicking **<Previous Next >** at the top right takes you from student to student without the need to keep closing the reviews and going back to the Inbox

Now viewing review 1 of 3  
[< Previous](#) [Next >](#)

7. When you choose to **read the reviews made by the peers** (right hand column) you again get the ability to grade the work (i.e. how well have the peers reviewed this student's piece of work?)
8. **Reading all the reviews at once** is a bit messy but puts the reviews above the work to be read but allows you to choose whether to include the questions, answers or comments and also to print out the reviews

VICTORIA BECKHAM'S PEERMARK REVIEW OF DOROTHY GALE'S PAPER  
(100% COMPLETED)

ASSIGNED QUESTIONS

- \* 1. Were the references in the school style of Harvard?  
Yes they were - all understandable
- \* 2. On a scale of 1 to 5 how well did this essay meet the assignment title  
3 of 5
- \* 3. Rate this paper's overall readability  
1 of 5
- \* 4. Does this paper sustain a coherent point of view? Why or why not?  
It did - I found it matched the requirements perfectly
- \* 5. Rate the strength of this paper's thesis.  
4 of 5
- \* 6. At which point did you feel most interested by this piece? When least? Explain.  
The introduction - it was well written

COMMENTS LIST

No comments added

"DOROTHY'S ASSIGNMENT" BY DOROTHY GALE

9. You can also edit the grades that have been made to give the student a total percentage for all reviews

Victoria submitted 3 reviews		SCORE (10)
Dorothy Gale System assigned	<a href="#">Read Review</a> 10-Oct-2012	--
Florence Nightingale Student selection	<a href="#">Read Review</a> 10-Oct-2012	--
Victoria Beckham Self-review	<a href="#">Read Review</a> 10-Oct-2012	--
<a href="#">Read all these reviews at once</a>		
		TOTAL --/30 (--)
<a href="#">Edit Grades</a>		



Les's assignment PEERMARK

[Download Scale Responses \(xls\)](#) | [show all details](#) | [hide all details](#)

STUDENT ▲	SUBMITTED
<b>Beckham, Victoria</b>	3/3 reviews

Victoria submitted 3 reviews		SCORE (10)
Dorothy Gale System assigned	<a href="#">Read Review</a> 10-Oct-2012	9
Florence Nightingale Student selection	<a href="#">Read Review</a> 10-Oct-2012	5
Victoria Beckham Self-review	<a href="#">Read Review</a> 10-Oct-2012	8
<a href="#">Read all these reviews at once</a>		
		TOTAL 22/30 (73%)