

PEER ASSESSMENT: DEVELOPING ASSESSMENT SHEETS

Why?

- **Students tend to be supportive and unfocused in their comments on each other's work**
- **Constructive peer assessment is useful as it makes training a cooperative venture**
- **Focused listening can inform your own interpreting**

Who?

- **A group of 11 CIT students registered for the MA in conference interpreting worked in there groups to draft simultaneous interpreting assessment sheets**

How?

- **Reading on error (e.g. Henri C Barik, Janet Altman)**
- **Previous experience**
- **Class experience**

What?

- **Group discussion of three drafts**
- **Sheets tried out in class: the drafters themselves, fellow students and staff**

Conclusions

- **There is justification for starting from scratch – i.e. this is not pointless reinvention of the wheel – the group learned about simultaneous by doing the work**
- **They came to realise that assessing to learn is somewhat different from assessing for examinations purposes**
- **To be usable, such sheets have to be simple: the current draft has the advantage of being useful for both beginners and more advanced students: the left-hand column focuses on error and the right-hand one on fluency.**

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