



Contribution ID: 37

Type: Practice-oriented Oral Face-to-face presentation

Using pre-task peer assessment to improve performance

Sunday 18 May 2025 12:30 (25 minutes)

TITLE

Using pre-task peer assessment to improve performance

RELEVANT SIG

Task-Based Learning (TBL)

FORMAT

Practice-oriented Oral Face-to-face presentation (25 minutes, including Q&A)

Short English description

KEYWORDS

task-based
assessment
project-based
TBLT

First-time presenter?

ABSTRACT

This presentation demonstrates how guided assessment of peer work, when done as a pre-task activity, can lead to learners' improved understanding of task objectives, and therefore to better outcomes in their own task performances. The process is similar to rater-reliability training that is used for calibrating inter-rater scores; for example, as is common practice prior to grading formalized interview or writing tests. This method can guide both learners and teachers to prioritize meaning above forms practice in task-based and project-based learning, and aids lesson planning and assessment. The instructional sequence as presented uses Moodle's "Feedback" function, which allows for completion tracking; therefore, students cannot submit their own work

until they have finished assessing and discussing a number of previously submitted peer samples. However, other platforms can also be used; for example, Google Forms can be set up to share samples and gather scores instead of Moodle. Samples to be presented include written tasks such as essays and reports, and video-based oral tasks such as how-to instructions and movie reviews. The assessment rubric used is based on modified CEFR descriptors, and follows Kuiken & Vedder's (2022) model of Functional Adequacy as a guiding principle.

Author: BENEVIDES, Marcos (J. F. Oberlin University)

Presenter: BENEVIDES, Marcos (J. F. Oberlin University)

Session Classification: B8-111 SAT: Teacher Development & Critical Thinking; SUN: ICLE & TBLT

Track Classification: Task-Based Learning