

# A Pilot Study of Self-Evaluation and Peer Evaluation

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## Abstract

The relationship between student self-evaluation and teacher evaluation, and the relationship between student peer evaluation and teacher evaluation were investigated to find the effective way to develop English proficiency.

## Keywords

Self-evaluation, peer evaluation, teacher evaluation

## Introduction

Self-evaluation and peer evaluation have been adopted in English class. I assumed that student English proficiency would be improved using self-evaluation and peer evaluation because the ability to judge themselves helps students to find their problems and solution by themselves, and finally lead to autonomy. The researcher's previous study has shown that student evaluation helps students to increase the self-awareness and motivation (Oi, 2012). Yet the reliability of these evaluations has not been investigated. The effective way to utilize student evaluation such as self-evaluation and peer evaluation should be explored to find the effective usage in class. So the present study aims to investigate the relationship between student evaluation and teacher evaluation.

## 1 Literature review

In this research self-evaluation is defined as the self-judgment of oral speech by the student (Boud, 2003, p.1). Oskarsson presented six advantages of using self-evaluation: 1) promotion of learning 2) raising level of awareness 3) improving goal-orientation 4) expansion of range assessment 5) sharing assessment burden 6) beneficial post-course effects (Oskarsson, 1989, pp.1-13). Patri investigated the effectiveness of peer evaluation of oral presentation skills and found that peer feedback enables students to judge the performance of their peers in a manner similar to those of the teachers, when evaluation criteria are firmly set and students understand it well before evaluation (Patri, 2002,

p.125).

## 2 Aims of study

In order to investigate the difference between self-evaluation and peer evaluation of oral speech, the following two research questions were addressed: 1) How peer evaluation correlates with teacher evaluation when measured three separate times within one month? 2) How self-evaluation is different from teacher evaluation when measured three separate times within one month?

## 3 Method

### 3.1 Participants

Participants were 26 Japanese senior high school students. They were comprised of 24 females and 2 males. The researcher decided to divide one group for self-evaluation group and the other group for peer evaluation group based on the same average of Grade Pre-2 of English Proficiency Test (STEP), 30.4 out of 60 points possible. STEP was composed of listening, grammatical and reading parts. The English proficiency of students is A1-A2 level of Common European Frameworks (CEFR). Each group was made up of 13 students. It was given to examine the individual student English proficiency. There was no student who has lived in any English speaking countries.

### 3.2 Data collection

#### 3.2.1 Evaluation criteria and background questionnaire

Two kinds of background questionnaires were given to the students to ask them about their English educational backgrounds and the awareness as learners. The same learner awareness questionnaire again after was given to the students at the end of one month. It was constructed using a 5 point Likert scale (1=very effective, 2=effective, 3=not effective, 4=not effective at all, 5=no idea) and open-ended question: what do you think of self/peer evaluation? The speech evaluation criteria developed by the researcher based on CEFR, TOEFL, and STEP. One group was asked to evaluate their own speeches in

relation to other students after the speech. The other group was asked to evaluate themselves and their peers' speeches. One American English teacher and one Japanese English teacher also evaluated students' speeches. Two teachers held a norming session to teach all students how to evaluate speeches. The topics of speeches were announced just before the speeches. Students made one-minute speeches for three times within one month on familiar topics: town, holiday, and future. The measurement tool was a 5-point scale. The speeches were then recorded and transcribed.

### 3.2.2 Methods of analysis

The following measurements to compare the difference between self-evaluation and peer evaluation were used in this research. Firstly Kendall's tau was used to see the inter-rater reliability between the evaluations of two teachers. Kendall's  $W$  was also used to examine the relationship between each teacher evaluation and peer evaluation. Wilcoxon signed-rank test was conducted to look for differences between self-evaluation and teacher evaluation.

## 4 Results

### 4.1 Relationship between teacher evaluation and self-evaluation

The students of the self-evaluation group evaluated their speech much lower than teachers did. Besides the averaged difference between teacher evaluation and student self-evaluation was greater than 10 points in 29.5% of the class. The Wilcoxon signed-rank Test's  $Z$  scores of each of the three speeches were higher than 1.96 so the test was significant at  $p < .05$ . Therefore there is a significant difference between teacher evaluation and student self-evaluation.

### 4.2 The correlation between teacher evaluation and peer evaluation

According to the survey of Oi (2012), the correlation coefficient between university students' peer evaluation and teacher evaluation increased over the course of five speeches. The previous study (Oi, 2012) showed that high school student's peer evaluation was not correlated with teacher evaluation at all. However, in the present study, the correlation coefficient between each teacher evaluation and peer evaluation increased over the course of the three speeches. The correlation coefficient Kendall's  $W$  increased from 0.51 to 0.73. Senior high school students could also present reliable evaluation depending on the conditions such as rating training and the content of evaluation

criteria.

### 4.3 The responses of questionnaires

Twelve of thirteen students in the self-evaluation group replied that self-evaluation was effective to improve English proficiency. Moreover, the self-evaluating group commented on the importance of self-reflection. On the other hand, only five of thirteen students in peer evaluation group answered that peer evaluation activity was effective to improve English proficiency. Two students in the peer evaluation group commented on the lack of confidence to evaluate others because of their insufficient English proficiency. One student insisted on the importance of concrete feedback rather than analytical evaluation to develop the level of speech. Only two students recognized the "usefulness" to improve the level of speech by using peer evaluation.

### 4.3 The result of the independent $t$ -test

The  $t$ -test was conducted to investigate which group was highly evaluated by teachers. The sum of two teachers' evaluation was used in the statistics. In all of the speeches, there was a significant difference in the scores of the self-evaluating group versus the peer evaluating group conditions. Self-evaluation group showed higher teacher evaluation scores than the peer evaluation group in all of three speeches.

## 5 Discussion and conclusion

Self-evaluation did not show consistency with teacher evaluation. On the other hand, peer evaluation group presented the development of over the course. The self-evaluation group presented higher evaluation for their speech in all of three speeches than that of the peer evaluation group. The self-evaluation group tended to view self-evaluation positively than peer evaluation group viewed peer evaluation. It is difficult to judge by only this research that self-evaluation directly affects speech scores. However, the result presented that students found the "usefulness" of self-evaluation activity and their evaluation was higher than that of peer evaluation group. As for further study, it is necessary to find which evaluation group affects teacher evaluation of speech: self-evaluation or peer evaluation.

### References

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