



اَوْبَعُوْا رَسُوْلِيْنَ يَنْبَغُوْا لَكُمْ مِّنْ اَمْرٍ
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Peer Assessment: A General Review **

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"When it comes to assessing my best friend, I feel hesitate to give her low marks even though she is a non-performer in my group" - Adri

"I rate her definitely low. she doesn't give cooperation to the assignment project and group discussion" - Nur

"She deserved to get high rates because of her efforts while doing group assignment and always attend the discussion. She also does all her part in assignment perfectly" - Abil

What is the first thought that comes to mind when the course assessment requires students to assess each other's teamwork skills? Many believe that the main issue related to peer assessment is that the majority of students are overly generous to give higher scores to their friends, in the hope that the same favor will be returned to them. As a result, a non-performer will take credit for other's works. In some instances, though, the students will do the exact opposite, giving their friends who are good team players a lower score and making negative remarks.

We briefly reviewed the peer assessment data of our diploma and degree students who were registered for the introductory Financial Accounting and Reporting courses in the recent semester. Figure 1 and 2 show the peer assessment scores of the diploma and degree students respectively. As revealed in the figures, 23% of the diploma students gave their friends an "excellent" score as compared to 32% the degree students. Additionally, 16% of the diploma students and 17% of the degree students rated their friends as "good". The "Good and Excellent" shows that the student received a score higher than 8 out of 10.

7% of the diploma students reported a satisfactory score, and 6% reported an average score. It is worth nothing that, these percentages are higher than those of degree students. At the beginning of the implementation of peer assessment, we were sceptical about the validity of the scores and student's capacity to evaluate one another. However, based on our tracking record and observation of the group's progress, which involved planning,

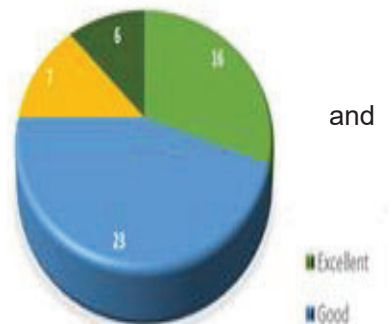


Figure 1

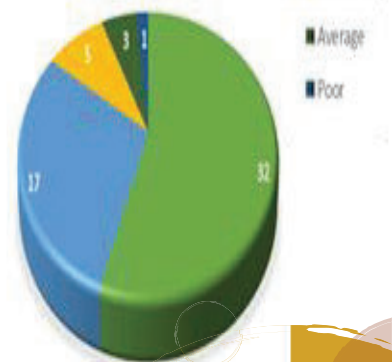


Figure 2



discussion and reporting, the diploma students reported more trustworthy and transparent feedback as compared to the degree students. Why and what are the contributing factors to this area of concern, is an intriguing subject to explore.

From our point of view, we support the notion that the use of peer assessment develops lifelong skills. Firstly, the process helps the students be able to critically review and engage with other's works. Second, they learn how to incorporate other's person feedback in doing the tasks and lastly, the peer assessment process increases the student's awareness of meeting the learning objectives not only for themselves, but for others, which in turn makes it easy for them to assess and give scores to their peers.

"Improve you Skills or Modify your Dreams"

-JMQ