

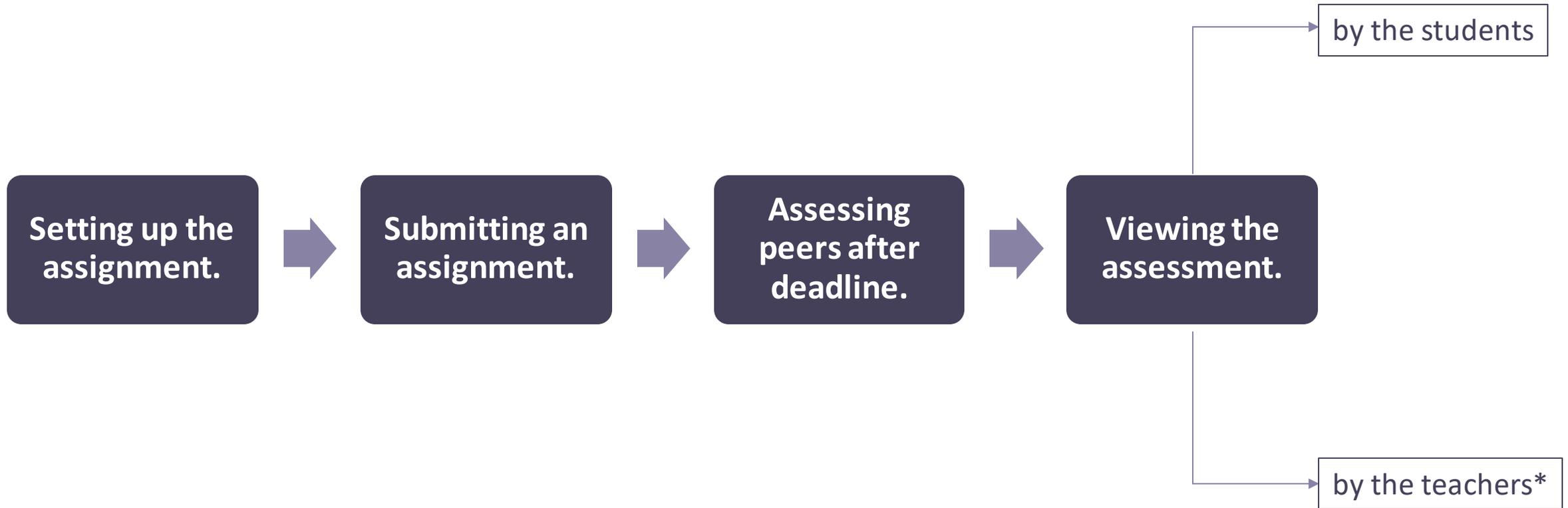


AT THE HEART OF EDUCATION

## PEER ASSESSMENT

[itslearning](#)

# Peer Assessment Process



\*Teachers can give additional assessment as they do for regular assignments.

# Setting up the assignment

1. Create or edit an assignment, set up the deadline and click on the option 'Require Peer Assessment'.
2. After that, choose how many peers each student can assess (1-5). Group assignments are disabled when peer assessment is enabled and vice versa.

The image shows two side-by-side screenshots of an assignment setup interface, connected by a green arrow pointing from left to right. The left screenshot shows the 'ASSESSMENT SCALE' section with a dropdown menu labeled 'Choose assessment scale'. Below it is the 'PEER ASSESSMENT' section with a checked checkbox for 'Require peer assessment' and a text box containing 'Set deadline for peer assessment'. The 'GROUP ACTIVITY' section has a checked checkbox for 'Students submit as groups'. The right screenshot shows the 'PEER ASSESSMENT' section with a checked checkbox for 'Require peer assessment' and a dropdown menu for 'Assessments per student' set to '3'. Below this is a text box containing 'When deadline passes, assessment tasks will be distributed among students automatically. Students will be notified of the task.' The 'GROUP ACTIVITY' section has a checked checkbox for 'Students submit as groups' and a text box containing 'Peer assessment is not available for group activities'. The 'ANONYMOUS SUBMISSION' section has a checked checkbox for 'Names are hidden when assessing'.

💡 *Students' answers are distributed when the deadline is over. That is the reason why you need to set a deadline before you can enable peer assessment.*

# Submitting an answer

3. Students will need to submit the assignment following the known process. Until the deadline is over, the assignment will be the same as regular assignments for the student.

## Macbeth Critical Analysis Essay

**Assignment**

You will be writing a critical literary analysis essay on William Shakespeare's *Macbeth*. This essay is a typical literary analysis, for which you make a claim about the play and then support that claim with evidence and explanation. However, instead of simply using the text itself for support, you will also incorporate critical analyses by experts and scholars to illustrate and support your arguments. You will need to demonstrate understanding of these critical sources as well, as you will be applying these scholars' ideas to **your own** analysis of the play. In order to find scholarly criticism of this play, you should use the library's databases, Google Scholar or other academic/scholarly databases.

Some general topics to consider include the following: the role of the witches/supernatural and fate v. free-will; themes of ambition, power, deceit; the progression of Macbeth and/or Lady Macbeth's character; motifs of nature, manhood, clothing, disease, etc; the idea of culpability; turning points. You may also have other ideas, or you may find other ideas in the criticism you read.

Because this is a critical literary analysis, you must use **at least one** piece of scholarly criticism and will need to include a **bibliography** in MLA format that includes the secondary source(s) you use and the play itself. Because you are using multiple sources, be sure to use appropriate and correct citations throughout the essay. Also, be sure to look at specific uses of language in performing analysis and building your claims.

**Answer**

**STATUS**  
Not submitted

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**DEADLINE**  
1/23/2018 5:59 PM  
Closed after deadline

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**HOMEWORK**  
This activity is not homework

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**LEARNING OBJECTIVES**  
No learning objectives

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**PEER ASSESSMENT**  
You must review 2 peers after deadline

💡 *The only difference: students will see the amount of peers they need to review.*

# 3 things you need to know before the assessment process begins...



## Who's assessing whose configuration

After the deadline, itslearning will automatically assign the configured number of students/answers between the students that have submitted an answer.

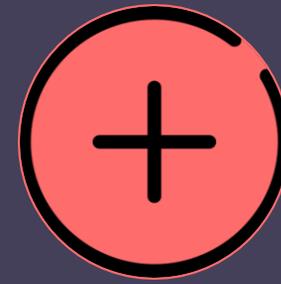
This also means that students that did not submit an answer are excluded from the peer assessment process.



## "Soft grace" period

There is a so called "soft grace" period. If a student is already on the answers page, he/she is allowed to submit a few minutes after the deadline, as the student's clock can be a few minutes off.

This means that the actual distribution of peer answers will take around 5 minutes.



## Manually adding and removing peers

Teachers are able to manually add and remove peers after the peer assessment process has started.

# Assessing peers after deadline.

5. The student will have the same assessment options as the teacher would have. They can:
  - View and annotate the submitted document (for the most common document types)

✓ **Tasks**

**Active** Completed Hidden

No deadline

**Macbeth Critical Analysis Essay**  
assess peers



Macbeth Critical Analysis Essay

**Answers for assessment**

STUDENT	STATUS	
Asplund, Erik	Submitted 1/10/2018 9:20 AM	<a href="#">Assess peer</a>
Brorsson, Hans	Submitted 1/10/2018 9:21 AM	<a href="#">Assess peer</a>

**Peer assessment**

STUDENT	STATUS	
Flygare, Ragnar	Submitted 1/10/2018 9:22 AM	<a href="#">View</a>
Brorsson, Hans	Submitted 1/10/2018 9:22 AM	<a href="#">View</a>

Your answer **NOT CORRECTED**

Submitted: Wednesday, January 10, 2018 9:22 AM by Lidström, Inga



Macbeth Critical Analysis Essay

Answer  
Submitted on 1/10/2018 9:20:51 AM by Asplund, Erik

Files  
 essay macbeth.docx

**Assessment Rubric**

• **ELA&W.1a**

Thesis	Advanced	Proficient	Basic	Below basic
Advanced	Substantive thesis/position	Manageable thesis/position	Vague thesis/position. Unmanageable thesis/position. Simplistic thesis/position	No thesis/position evident
Introduction	Reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are loosely arranged or are outline-like (formulas); may lack completeness.	Introduction is missing; introduction strategy is not attempted; leaves reader with no direction.

• **ELA&W.1b**

Organisation	Advanced	Proficient	Basic	Below basic
Advanced	Reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are loosely arranged or are outline-like (formulas); may lack completeness.	Reasons/elaboration are randomly or illogically ordered; may lack completeness.

Feedback to Erik\*

Font Size B I U More options

body

Add attachment

[Save and assess next](#) [Save](#) [Cancel](#)

- 
- Set the grade or score they would give the assignment, if the teacher has set an assessment scale
- Give overall feedback in the rich text editor.

# Viewing the assignment

1. As soon as a peer assessment is available, it can be viewed by clicking the View button.
2. The peer assessment will open in a dialog box.
3. To view the annotations on a file, the peer can click on the name of the file at the bottom of the dialog.

💡 *The teacher can see the progress of peer assessments in the Status column of the answer grid. This displays how many students have already peer-assessed this student.*

● [ELA8.W.1a](#)

Thesis

Advanced	★ Proficient	Basic	Below basic
Substantive thesis/position	Manageable thesis/position	Vague thesis/position. Unmanageable thesis/position. Simplistic thesis/position	No thesis/position evident

Introduction

★ Advanced	Proficient	Basic	Below basic
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● [ELA8.W.1b](#)

Organisation

Advanced	★ Proficient	Basic	Below basic
Reasons/elaboration are tightly and purposefully arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are arranged in a unified, cohesive and/or logical pattern to develop the thesis/position; has a sense of completeness.	Reasons/elaboration are loosely arranged or are outline-like (formulaic); may lack completeness.	Reasons/elaboration are randomly or illogically ordered; may lack completeness.

▼ Inga's comments to Erik's answer

 Lidström, Inga  
1/23/2018

Overall I think this is a strong essay, but you have some formatting errors. I've added some pointers in the document.