

# Compatibility of Peer Assessment and Teacher Assessment in Observational Situations: An Emerging Assessment Tool in Higher Education

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This study involved students who were enrolled in the 3<sup>rd</sup> semester of a Master of Educational Research and Assessment program at the Institute of Education and Research during their teaching practice. The purpose was to explore the potential of peer assessment as a dependable to teacher assessment in higher education. All students were observed by their peers during teaching practice. Eleven students were selected for teacher observation during their teaching practice. The selection of students to be observed was made on the basis of their grades in pedagogy courses attended prior to start of teaching practice. Five students with the highest grades and six students with the lowest grades were selected for this purpose. Each student was assessed through peer observations during teaching practice. The data was collected through twenty-three observations. Twenty-two observations were taken by their peers and one observation was taken by their teacher during practice teaching. The observational sheet was based on open - ended questions related to teaching learning process in the classroom. Non -parametric Mann-Whitney U test will be used to find compatibility in peer and teacher assessment at each of the ten aspects addressed in questionnaire. Academic excellence seems to have added to the capacity of students to carry out authentic assessment of peers while low performers exaggerate and assess their peers high. In assessment of traits involving concrete evidence of assessed characteristics had greater degree of agreement between peer and teacher assessment. It is evident from the results, traits where teacher's direct action is involved in the classroom and it is not abstraction. There is compatibility in assessments of both by teacher and students irrespective of academic performance.

Key words: Peer assessment, higher education, Alternative assessment tool