



TOOL // Peer Assessment Conferencing Organizational Form and O'clock Partner Format

What is it used for?

This tool allows the students to focus their peer assessment. It also significantly reduces the time spent finding a partner so more class time can be dedicated to feedback rather than organization.

How do you use it?

At the start of the month or a unit, students are given a clock face with lines for students to record a partner for each hour, i.e., a 1 o'clock partner, a 2 o'clock partner, etc.

The teacher clarifies the rules for choosing partners. For example: You can't have the same partner more than once, you must have girls and boys as your partners, you can't have your desk partner, etc.

The students are given time to collaborate. If Ann chooses Zack for her 2 o'clock partner, then both Ann and Zack must record each other's name in their clock.

For a split grade, when the teacher wants same-grade partners to work together, the teacher can give out odd numbers to one grade, and even numbers to the other. The teacher may make a rule that odd and even numbers can't be partners.

For peer assessment or partner work, the teacher may instruct, "*Go to your 4 o'clock partner and have a conference about your writing.*"

This partnering activity requires about 20 minutes to complete, but it saves significant time over the course of the month or unit. As well, it helps ensure more equitable partnering, and eliminates arguments about partners.


For peer assessment, the students use the Stars and Wishes sheet, and record their clock-time partner at the top.

How do you adapt it to other subjects and topics?

This can be used for every subject

*use the checklist to help determine stars and stairs

__ o'clock partner:

<i>2 Stars</i>		<i>1 Stair</i>	

__ o'clock partner:

<i>2 Stars</i>		<i>1 Stair</i>	

PARTNER TIME

