***Peer Inquiry (PI)   
Working together to learn and improve  
Adapted from Hattie VL***

Peer’s Name:

My Name:

Date:

**Peer Inquiry Value Statement:**

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| **Respectful** | **Responsible** | **Excellence** | **Caring** |
| \*Listen Actively - accept and value others people‘s opinions  \*Use manners and common courtesy | \*Be prepared  \*Follow up on assigned tasks  \*Be honest | \*Be an enthusiastic team member  \*Promote PBS | \*Consider viewpoints of all members  \*Debate feedback in a professional and caring manner |

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| Form Of Review : | Video | Physical Lesson Observation | Peer-Peer Discussion |

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| Agreed PI concept: |  |

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| Notes: |

**Where (am I) going?**

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| --- | --- |
| What were the learning intention /Goals/Targets? | Reducing the Gap |
| What were the success criteria? |
| What were the challenges and commitments? |

PI Feedback:

**How (am I) going?**

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| In relation to expected standard? |
| In relation to prior performance? |
| In relation to success or failure on a specific part of the task? |
| In relation to success curriculum progression |

**Where to next?**

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| To gain greater fluency and automaticity |
| To gain enhanced challenges |
| To develop more self-regulation over the learning process |
| To develop different strategies and processes to work on the tasks |
| To develop deeper understanding |
| To gather information about what is and what is not understood |
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**Specific feedback Summary:**

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| Where to from here: |

**Feedback stems:**

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| --- | --- |
| What are…  One suggestion would be…  I think your example was…  What do…  I think you should add…  What is…  Don’t forget to…  Should you…  Next time you should...  You did a phenomenal job on… Why is…  I am confused by…  Why do…  Consider changing…  Why will…  Consider deleting…  Where is…  Maybe you should add…  When do...  I was wondering if…  When does…  Think about…  When is…  I think a better choice may be…  When will...  I strongly suggest  The best part about your work is… How do...  One problem I see...  How will...  You need to…  How does...  Did you consider… | **Level 1: Remember – Recalling Information**   * What is…? Who was it that…? Can you name…? Describe what happened after… What happened after…? **Level 2: Understand – Demonstrate an understanding of facts, concepts and ideas** * Can you explain why…? Can you write in your own words? Write a brief outline of… Can you clarify…? Who do you think…? What was the main idea?   **Level 3: Apply – Solve problems by applying knowledge, facts, techniques and rules in a unique way**   * Do you know of another instance where…? Demonstrate how certain characters are similar or different? Illustrate how the belief systems and values of the characters are presented in the story. What questions would you ask of…? Can you illustrate…? What choice does … (character) face?   **Level 4: Analyze – Breaking information into parts to explore connections and relationships**   * Which events could not have happened? If … happened, what might the ending have been? How is… similar to…? Can you distinguish between…? * What was the turning point? What was the problem with…? * Why did… changes occur? **Level 5: Evaluate – Justifying or defending a position or course of action** * Judge the value of… Can you defend the character’s position about…? * Do you think… is a good or bad thing? Do you believe…? What are the consequences…? Why did the character choose…? How can you determine the character’s motivation when…?  **Level 6: Create – Generating new ideas, products or ways of viewing things** * What would happen if…? Can you see a possible solution to…? Do you agree with the actions…? With the outcomes? What is your opinion of…? * What do you imagine would have been the outcome if… had made a different choice? Invent a new ending. What would you cite to defend the actions of…?   http://blog.curriculet.com/38-question-starters-based-blooms-taxonomy/ |