Students in this study “talk science” during peer assessment in groups. They use different kinds of science: everyday-science, school-science and more scientific science, in varying degrees. Students may use peer assessment and the interaction in the group as an opportunity to discuss science and internalize science into their vocabulary and mind. In some groups the dialogues were dominated by assessment and how to assess each others answers.

Why this Research?
- Increased focus on assessment in schools
- Research within assessment and assessment and students’ views, is needed
- Link research about assessment to science education

Previous Research
- Formative assessment improve students’ learning and metacognition
- Peer assessment aims at giving and getting feedback, in order to improve learning
- Classroom interaction - “Learning science means learning to talk science” and being able to use it in different situations.

Data collection and Analysis
- Students’ written answers from science tasks
- Video recording of peer assessment in groups
- Tasks from DiNO, a tested material from the National Agency for Education
- Individual, semi structured interviews with students

Analyzing students’ dialogues and interviews - is on-going.

Task and Students’ Answers
Explain what happens when a candle is burning. What happens with the candle wax?

Melvin: When the candle is burning the candle wax flows down on the candle and then it stuck on the candlestick.

Zoe: At first the candle wax is solid. When you light the candle, it gets warm. The candle wax that is close to the fire, melts and flows down on the candle. I think that when some thing solid becomes liquid, the material shrinks.

Jack: I think that the candle wax has melted and vaporized and then evaporated like a gas, perhaps water and carbon dioxide.

Example from Peer Assessment
Sue: You didn’t use that kind of words.
Luke: What?
Sue: Such Scientific words.
Luke: Okay, wasn’t melting and all that?
Sue: Melting was.