



# GIGGLEIT PROJECT



## Peer Assessment

### 1. What is peer assessment?

Peer assessment is where you evaluate someone else's work. There is limited space on your GiggleIT web page, so you and your classmates will have to choose the very best examples of your work to put up on the site.

### 2. What do I have to do?

You need to look carefully at each piece of work and use the Peer Assessment Recording Sheet to make your decision. Remember:

- Everyone is working at a different pace, so be kind. You will want others to be kind to you!
- Think about what makes something funny. Will people from other countries/cultures think it is funny too?
- Does it need a note to explain the joke/humour?
- Always include some helpful comments at the end.

### 3. How do I get started?

Use the criteria sheets when thinking about your evaluation. There are a number of these for each type of writing.

### 4. I'm still not sure what I am doing.

Ask your teacher, class buddy or team members for help. Sometimes we don't ask for help because we're embarrassed or shy, but others are probably asking the same questions!

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## Criteria - Jokes

Jokes tell us something about a country, the people, how they live and what they think is funny.

Sometimes jokes use words which have a different meaning in that particular country especially if the words are colloquialisms (slang). For example, in Australia swimsuits may be called bathers, cossies, swimmers or trunks, depending where in Australia you live. Sometimes jokes 'play on'/use such words and humour to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the jokes written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the joke funny?
  - How funny?
  - Will other people find it funny?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the joke well written?
  - Is it too long (more than 500 words)? Not long enough?
  - Is it easy to understand?
  - Is it predictable (too easy to guess the punch line)?
3. Does the joke use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).
4. Is the joke clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?
5. Does presentation affect the joke?
  - Does it need to be heard to be funny?
  - Is it still funny when written down?

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## Criteria – Poetry

Poetry may take many different forms. Some types of poetry you might be familiar with are free verse, shape poems and limericks. Poems can be funny and describe humorous situations.

Poems also often use words which have different meanings in different countries especially if the words are colloquialisms (slang). Poems also 'play on'/use such words and humour to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the poetry written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the poem funny?
  - How funny?
  - Will other people find it funny?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the poem well written?
  - Is it too long (more than 500 words)? Not long enough?
  - Is it easy to understand?
  - Is it predictable (too easy to guess the humour)?
  - Does it conform to (match) the rules from that poetry genre. For example, a limerick must follow a rhyming pattern and has a certain number of lines.
3. Does the poem use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).
4. Is the poem clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?
5. Is the presentation of the poem important?
  - Does it need to be written down in a particular way? You will need to make sure this is explained and the explanation must be of publishable standard.

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## Criteria – Short stories

Short stories usually have a limited number of characters and about a specific situation, idea or event. These stories don't have detailed descriptions of characters or place. Short stories can be funny and describe humorous situations or events.

Short stories also often use words which have different meanings in different countries especially if the words are colloquialisms (slang). These stories also 'play on'/use such words and humour to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the short stories written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the story funny?
  - How funny?
  - Will other people find it funny?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the story well written?
  - Is it too long (more than 500 words)? Too short (less than 100-200 words)?
  - Is it easy to understand/follow?
  - Is it predictable (too easy to guess the humour)?
  - Is the English grammar well done? For example - spelling mistakes; correct use of capital letters, commas and full stops; good sentences that aren't too long, good story structure (beginning, middle and end).
  - Is the reader/listener satisfied at the end?
3. Does the story use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).
4. Is the story clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?

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## Criteria – Personal anecdotes/stories

Personal anecdotes are stories about your family or friends or even about yourself. They usually tell the reader about an event or experience that happened to you or someone you know. Personal anecdotes can be funny and describe humorous situations or events.

Personal anecdotes also often use words which have different meanings in different countries especially if the words are colloquialisms (slang). These stories also 'play on'/use such words and humour to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the personal anecdotes written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the anecdote funny?
  - How funny?
  - Will other people find it funny?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the anecdote well written?
  - Is it too long (more than 500 words)? Too short (less than 100-200 words)?
  - Is it easy to understand/follow?
  - Is it predictable (too easy to guess the humour)?
  - Is the English grammar well done? For example - spelling mistakes; correct use of capital letters, commas and full stops; good sentences that aren't too long, good story structure (beginning, middle and end).
  - Is the reader/listener satisfied at the end?
3. Does the anecdote use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).
4. Is the anecdote clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?

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## Criteria – Culturalising stories

This is hard to do well. When you culturalise a well known story, you rewrite it to fit your culture, location, country or about a particular universal theme (important to everyone). It may use the same structure and storyline of the original, but be told from a different point of view. For example, you might re-tell the story of the 3 little pigs, only it is about 3 cockatoos trying to find a safe nesting site in a forest under threat from a tree-logging company. These stories may not necessarily be funny, but they can be very clever and present the reader/listener with some new points of view.

Culturalised stories also often use words which have different meanings in different countries especially if the words are colloquialisms (slang). These stories also ‘play on’/use such words to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the culturalised stories written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the culturalised story clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?
  - Will other people understand it?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the story well written?
  - Is it too long (more than 500 words)? Too short (less than 100-200 words)?
  - Is it easy to understand/follow?
  - Is the English grammar well done? For example - spelling mistakes; correct use of capital letters, commas and full stops; good sentences that aren't too long, good story structure (beginning, middle and end).
  - Is the reader/listener satisfied at the end?
3. Does the story use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).

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## Criteria – Fractured fairytales

This is hard to do well. When you modernise or fracture a well known story, you rewrite it using humour or a play on words. The storyline and the characters remain the same so the story is easy to recognise, but the location or setting may change to introduce humour. The story may also be told from a different point of view. For example, you might re-tell the story of the Little Red Riding Hood, but from the point of view of the wolf. These stories may also present the reader/listener with some new points of view.

Fractured fairytales also often use words which have different meanings in different countries especially if the words are colloquialisms (slang). These stories also 'play on'/use such words to make a comment about that society, its people and the way they live.

You will need to use the following criteria (points) to make some decisions about the fractured fairytales written by your classmates, before you fill in the **Peer Assessment Recording Sheet**.

1. Is the fractured fairytale clever?
  - Can it have more than one meaning for the listener?
  - Is it original/new or different?
  - Will other people understand it?
  - How could you test this? (Hint: conduct a survey by asking other classes to rate the joke by giving it a Giggle score of one to five. 1 = try again, 2 = OK, 3 = funny, 5 = Giggle-licious.)
2. Is the fractured fairytale well written?
  - Is it too long (more than 500 words)? Too short (less than 100-200 words)?
  - Is it easy to understand/follow?
  - Is the English grammar well done? For example - spelling mistakes; correct use of capital letters, commas and full stops; good sentences that aren't too long, good story structure (beginning, middle and end).
  - Is the reader/listener satisfied at the end?
3. Does the story use words or ideas that are culturally specific (only occur in your country, region, town or school)?
  - If you think this is the case, then you will have to write a brief explanation or glossary of terms that will clearly explain the meaning/s of these words.
  - Your explanation must be of publishable standard (best English).