After giving students thirty minutes to work on a half-exam-length quiz individually, I asked them to put their pencils down and reflect on how they thought they did. I then surprised the students by encouraging them to discuss the problems together and improve their responses. Quite a lively discussion ensued. In the last ten minutes of class I allowed them to ask questions of me and continue to improve their responses. Administering a quiz in this way provides an opportunity for self-evaluation, peer learning, and instructor feedback in one assessment. (Received September 17, 2013)