

## SUPPORTING STUDENTS WITH SELF-ASSESSMENT

### What is self-assessment?

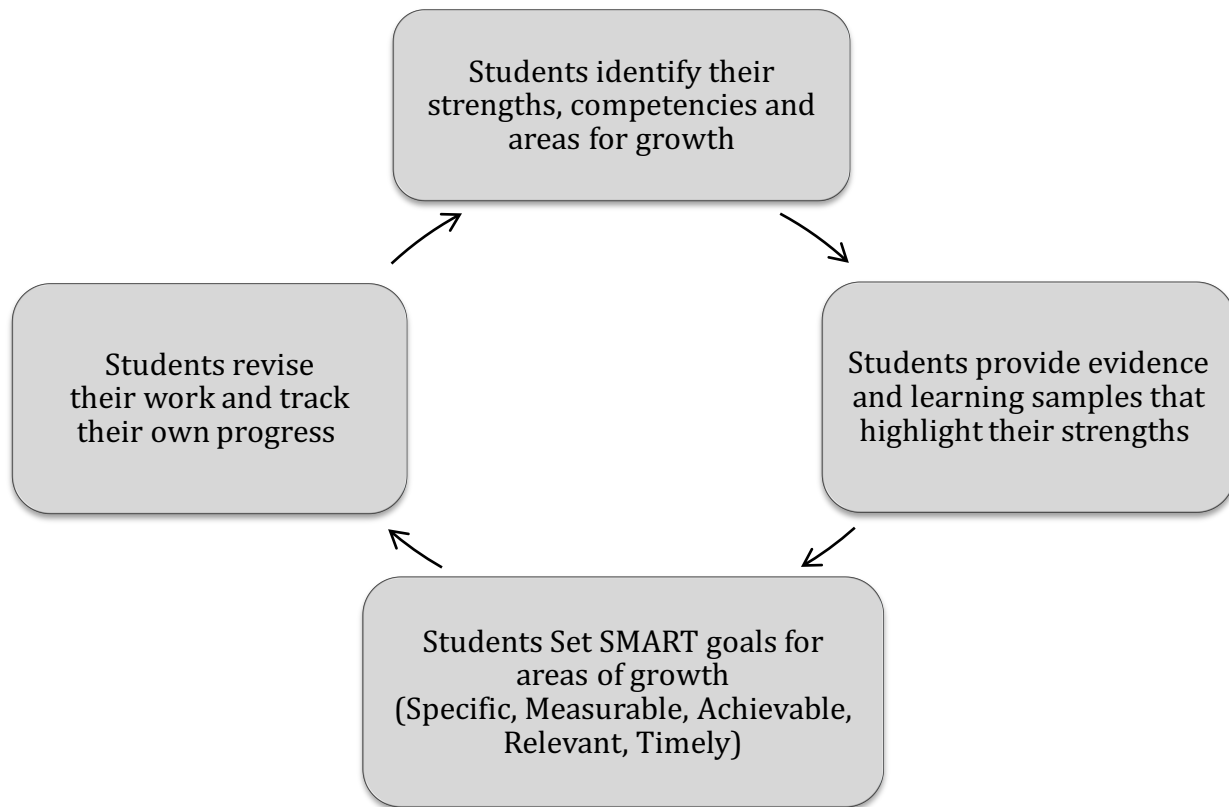
Student self-assessment is an on-going process that involves students getting to know themselves (BC Ministry of Education, 2000). Self-assessment requires students to engage in reflection, metacognition, and goal setting. These resources can be used for self-assessment in content classrooms and in relation to BC's Core Competencies.

Rationale for Student Self-Assessment	
Benefits for Students	Benefits for Teachers
<ul style="list-style-type: none"> <li>• Development of metacognitive skills – students become more skilled at adjusting what they are doing in order to improve the quality of their work (Cooper, 2006)</li> <li>• Reducing achievement gaps (Black &amp; Wiliam, 1998; Chappuis &amp; Stiggins, 2002)</li> <li>• Development and refinement of capacity for critical thinking (Cooper, 2006)</li> <li>• Increased mathematics problem-solving ability (Brookhart, Andolina, Zusa, &amp; Furman, 2004)</li> <li>• Improved academic results in writing (Ross, Rolheiser, &amp; Hogaboam-Gray, 1998)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in student engagement (Bruce, 2001)</li> <li>• Gain access to information about student effort and persistence otherwise not available (Rolheiser &amp; Ross, 2000)</li> <li>• Students begin to internalize instructional goals and apply them to future efforts (Herbert, 1998)</li> <li>• Reduction in disruptive behaviour (Ross, 2006)</li> </ul>

### Things to Consider with Student Self-Assessment

- **Address students' perceptions of self-assessment**, and engage students in discussions or activities focused on why self-assessment is important
- **Model and intentionally teach** skills required for self-assessment
- Anticipate that **students will respond differently** to opportunities for self-assessment; some may welcome them, while others may question their worth
- **Allow time** for students to **learn self-assessment skills**
- Provide students with **many opportunities** to practise different aspects of the self-assessment process
- Have students **self-assess familiar tasks** or performances using **clearly identified criteria**
- **Communicate with families** to ensure an understanding of the power and purpose of student self-assessment

### Steps for Effective Student Self-Assessment



#### The Role of the Teacher

*The implementation of student self-assessment in the classroom does not ignore the role of the teacher. The role of the teacher includes:*

- **Sharing** with students the **success criteria for each assessment** activity
- Ensuring that **students understand the success criteria** (I can statements for Core Competencies)
- Explicitly **teaching students how to apply those criteria** to their own work
- Providing students with specific, objective, and timely **feedback** to help them improve
- Helping students to **set learning targets** to achieve that improvement

### Teacher Actions to Support Accuracy in Self-Assessment

- **Intentionally teach students how to self-assess** using criteria
- Provide many **opportunities to practise**
- Involve students in **jointly constructing rubrics**, so that they may deepen their understanding of the criteria they are using to self-assess
- Ensure that students understand that **self-assessments are formative**, and help to improve their overall performance
- Create opportunities for learners to **compare their self-assessments** to those of their peers and teacher(s)
- **Collect self-assessments at various times** (i.e., not always immediately following instruction)

### Tools for Ongoing Self-Assessment

- Model meta-cognitive 'self-awareness', 'self-talk', 'self-questioning' while interacting with students and adults
- Exit slips
- Checklist of assignment criteria
- Co-created rubrics
- Reflective journals Thinking routines e.g., "I use to think... now I think", "What makes you say that?"
- Peer response feedback sheet
- Stars and Stairs
- Student/teacher conference

### Additional Resources

- <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/studentselfassessment.pdf>
- <http://www.assessmentforlearning.edu.au/default.asp?id=912>
- NVSD Assessment Handbook (specifically principle 3, 4, 5)
- [http://www.assessmentforlearning.edu.au/professional\\_learning/modules/student\\_self-assessment/student\\_research\\_background.html](http://www.assessmentforlearning.edu.au/professional_learning/modules/student_self-assessment/student_research_background.html)
- The Language of Teacher Feedback **Opening Minds** and **Choice Words** by Peter H. Johnston
- Seven Strategies of Assessment for Learning, Jan Chappius
- Talk about Assessment, Damian Cooper
- Classroom Assessment for Student Learning, Chappius et al