

SUPPORTING SUMMATIVE ASSESSMENT

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# SESSION 7

# Student Self-Assessment

“the process by which the student gathers information about and reflects on his or her own learning ... [it] is the student’s own assessment of personal progress in knowledge, skills, processes, or attitudes. Self-assessment leads a student to a greater awareness and understanding of himself or herself as a learner”

(Canadian Ministry of Education, 2002)



# Components of Self-Assessment

- Evaluation
- Reflection
- Metacognition - 'Thinking and Thinking'
- Goal-Setting

# Preparing students for Self-Assessment

- Teachers explicitly teach and model critical thinking and reflection.
- Explain 'why?' Get buy in from students and parents, as to why it is important.
- Expect that some students will be better at it / respond differently to it than others - different outcomes.
- Provide regular opportunities to practice it.
- Start with familiar things first and gradually build skills and more difficult tasks

# Types of Self-Assessment

Checklists

Student-Led Conferences

Audio / Video Recordings

Portfolios

Journals

Interviews / Surveys





















Exemplar comparisons

Rubrics

# Possible Areas for Self-Assessment

- Knowledge
- Skills
- Processes
- Attitudes

# Kid-Friendly Rubric Example

Presentation Rubric (for grades K-2)			
<b>I plan a beginning, middle, and end.</b> 	1. still learning 	2. sometimes 	3. almost always 
<b>I use pictures, drawings, and props.</b> 	1. still learning 	2. sometimes 	3. almost always 
<b>I look at my audience.</b> 	1. still learning 	2. sometimes 	3. almost always 
<b>I speak loudly and clearly.</b> 	1. still learning 	2. sometimes 	3. almost always 
<b>I answer questions from the audience.</b> 	1. still learning 	2. sometimes 	3. almost always 

This is a K-Grade 2 rubric but could be used effectively with older students

**Q:** Why would this work well with less proficient English speakers?