

Self evaluation and self assessment

Learning outcomes

- ▶ Develop a growing understanding of the role of self evaluation and self assessment in learning.
- ▶ Understand requirements of the assessment.

- ▶ **Self assessment** occurs when individual learners make judgements about their own achievements and reflect on *what* they have learnt.
- ▶ **Self evaluation** is concerned with *how* they have worked and how they have improved.

Self-Evaluation Sadler (1989 in Arthur & Peterson 2012)

- ▶ When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognise their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions.
- ▶ After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

- ▶ For students to improve, they must develop the capacity to monitor the quality of their own work during actual production.
- ▶ This in turn requires that students possess an appreciation of what high quality work is, that they then have the evaluative skill necessary for them to compare the quality of what they are producing in relation to the higher standard, and that develops a store of tactics which can be drawn on to modify their own work. Sadler (1989 in Arthur & Peterson 2012)

UWTSD-Self Evaluation Form

- ▶ What do you consider are the best aspects of this piece of work?
- ▶ Which aspects do you consider could have been improved in this piece of work?
- ▶ What have you found most satisfying whilst undertaking this submission?
- ▶ Do you fill this in?
- ▶ Do you really *reflect* on the areas it is asking about?
- ▶ TASK – what specific questions could be asked?

Self-Evaluation

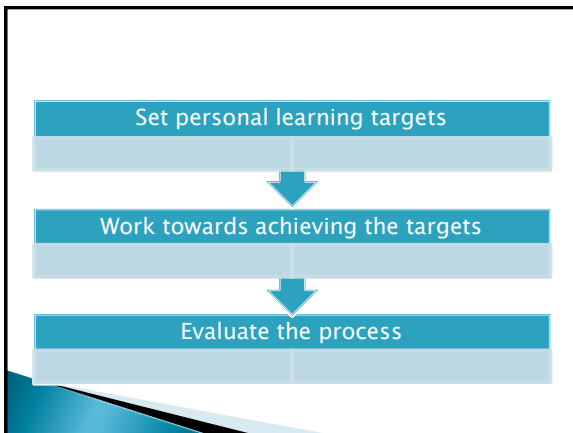
- ▶ How much time and effort did you put into this?
- ▶ What do you think your strengths and weaknesses were in this assignment?
- ▶ How could you improve your assignment?
- ▶ What are the most valuable things you learned from this assignment?
- ▶ I might have learnt better if.....
- ▶ What I found most difficult was....
- ▶ I have learnt that....

Self assessment

- ▶ Learners need to understand the goals of their learning so that they can judge whether they have achieved them.
- ▶ Clear, intended learning outcomes/success criteria are necessary.
- ▶ Pupils who understand the learning objectives and assessment criteria and have opportunities to reflect on their work show greater improvement than those who do not. Fontana & Fernandes (1994 in Grigg 2010)

The setting of learning targets, or goal-setting

- ▶ An intrinsic part of self-evaluation and self-assessment.
- ▶ Begins with setting learning targets, proceeds through the production of work that aims to achieve those targets, to the assessment of the work to see if it does in fact meet the targets and then, finally, to the setting of new targets or revising ones that were not achieved.



Targets should be

▶ S
M
A
R
T

Targets should be

▶ S = Specific
M = Measurable
A = Achievable or Attainable
R = Relevant
T = Time-bound

Good feedback practice:

- ▶ helps clarify what good performance is (goals, criteria, expected standards);
- ▶ facilitates the development of self-assessment (reflection) in learning;
- ▶ delivers high quality information to students about their learning;
- ▶ encourages teacher and peer dialogue around learning;
- ▶ encourages positive motivational beliefs and self-esteem;
- ▶ provides opportunities to close the gap between current and desired performance;
- ▶ provides information to teachers that can be used to help shape the teaching. (Gibbs & Simpson 2004)

References–

- ▶ Arthur J. & Petterson A . (2012) *The Routledge Companion to Education*. London: Routledge
- ▶ Briggs, M. Woodfield, A. Martin, C & Swatton, P. (2008) *Assessment for Learning & Teaching in Primary Schools* 2nd edn London: Sage
- ▶ Gibbs, G., & Simpson, C. (2004). Conditions under which assessment supports students' learning. *Learning and Teaching in Higher Education*, 1, 3–31.

- ▶ Grigg R (2010) *Becoming an Outstanding Primary School Teacher*. Harlow: Pearson
- ▶ Hillier Y (2012) *Teaching in Further and Adult Education* London: Continuum Reflective.
- ▶ Nicol D.J. & Macfarlane–Dick, D. (2004). *Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice*.
http://www.heacademy.ac.uk/assessment/ASS051D_SENLEF_model.doc

Additional reading

- ▶ Evans, C (2013) Making Sense of Assessment Feedback in Higher Education *REVIEW OF EDUCATIONAL RESEARCH* 2013 83: 70
Available at:
https://www.plymouth.ac.uk/uploads/production/document/path/2/2730/Making_sense_of_feedback.pdf Accessed on 20/1/17
