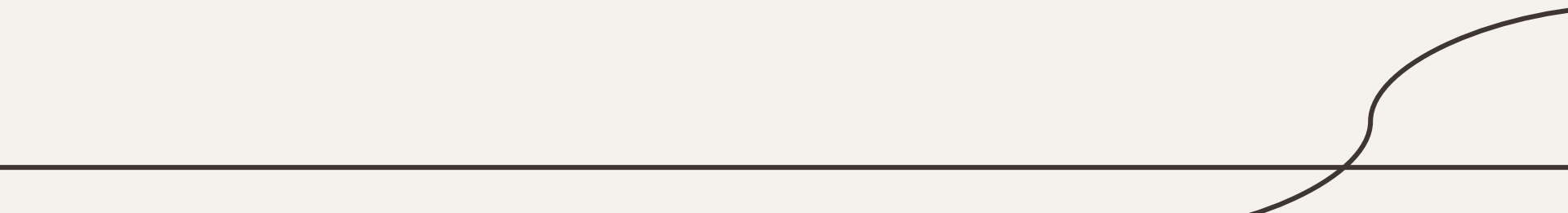# Self-assessment

FLO Micro: Friday 11 March, 2021

Narrogin means "place of water" in the language of the traditional custodians, the Gnaala Karla Booja Noongar people. I acknowledge that this place where I grew up and the land on which my family still farms is and always will be Noongar land.

Agenda

01
Introduction & Check-in

02
Highlights

03
Unpacking self-assessment

04
Final Words

On this sheep-scale, how do you feel today?

02 Highlights

- "How can I employ 'x' kind of alternative assessment?" is not the best way to design. Start by thinking about what kind of learning you want to assess and why, and then choose your tool. Think about the Golden Circle.
- Multiple choice questions, when administered accordingly, can lead to rich conversation.
- Assessment as a tool for learning and assessment as a tool for evaluation are two very different conversations. Alternative and authentic assessment can serve both.
- Super "cool assignments".

03

Unpacking Self-assessment

What is it? – Tips – Examples

Questions people ask…

- How accurate is self-assessment?

- To what degree does self-assessment positively correlate to achievement?

- To what degree does self-assessment positively correlate to self-regulation?

- What do students think about self-assessment?

- Is self-assessment best used for formative or summative assessment?

- How do I integrate self-assessment in my course?

A Critical Review of Research on Student Self-Assessment

Heidi L. Andrade*

Educational Psychology and Methodology, University at Albany, Albany, NY, United States

WARNING:
Text-heavy slide coming

Self-assessment is often (implicitly or otherwise) conceptualized as a personal, unguided reflection on performance for the purposes of generating an individually derived summary of one's own level of knowledge, skill, and understanding in a particular area (i.e. guess-your grade).

Boud (1999) argues instead, that self-assessment should not imply an isolated or individualistic activity; it should commonly involve peers, teachers, and other sources of information. The conceptualization of self-assessment as enunciated in Boud's description would appear to involve a process by which one takes personal responsibility for looking outward, explicitly seeking feedback, and information from external sources, then using these externally generated sources of assessment data to direct performance improvements. In this construction, self-assessment is more of a pedagogical strategy than an ability to judge for oneself.

Boud, D. (1999). Avoiding the traps: Seeking good practice in the use of self-assessment and reflection in professional courses. *Soc. Work Educ.* 18, 121–132.

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Tips

- Self-assessment is best used formatively.

Andrade (2019)…

Why do we ask students to self-assess? I have long held that self-assessment is feedback and that the purpose of feedback is to inform adjustments to processes and products that deepen learning and enhance performance; hence the purpose of self-assessment is to generate feedback that promotes learning and improvements in performance. This learning-oriented purpose of self-assessment implies that it should be formative: if there is no opportunity for adjustment and correction, self-assessment is almost pointless.

Tips

- Self-assessment is best used formatively.

- Self-assessment is not the same as self-grading. As long as summative assessments are still our main currency of success, self-grading can be problematic.

- Students need to understand (and buy-into) the benefits of self-assessment.

- Be clear about what you're assessing: competence, process, or product.

- Students need to be trained to self-assess. Being about to evaluate one's own performance, competence, and processes is a hallmark of tacit knowledge and expertise.

- Self-assessment is best done through collaboration and conversation.

Self-Assessment Tools and Examples

- Practice quizzes

- Exam and assignment "wrappers"

- Self-grading

- Reflective journals and learning logs

- Exemplars

- Portfolios

- Assignment checklists and rubrics

- Goal setting

Breakout Rooms

What's your experience with self-assessment?

Share your wisdom with one another.

04 Final words

- Badge Requirements by midnight Sunday 13th March:
  - Meet & Greet
  - The Coolest Assignment
  - If this, Now What?

- Moodle shell and Padlet will remain available.

- Keep your eye open for more BC Campus events.

- Mentimeter check-out (self-assessment!)