

Self-Assessment and Learning

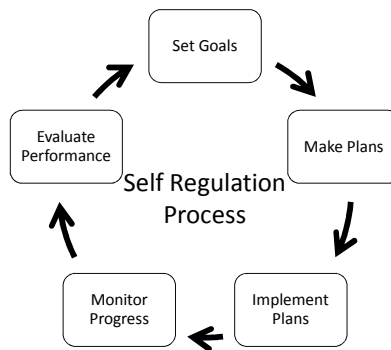
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Background



- **Metacognition:** Knowledge about one's own thinking processes
 - What do I know?
 - What do I not know?
 - How well do I know what I think I know?
 - How can I learn what I do not know?
- A teacher's goal is not just to teach facts (static), but teach students how to continue to learn even more (dynamic)

Background



“The view you adopt for yourself powerfully affects the outcomes in your life.” Carol Dweck

The key to growth is effort.

Growth mindset	Fixed mindset
Embraces challenges	Avoids challenges
Accepts criticism and negative feedback as constructive	Rejects criticism and is hurt by negative feedback
Equates reward with effort	Expects reward without effort
Persists in the face of setbacks	Lets setbacks derail them
Never gives up	Gives up easily
Learns from failure	To fail once is to fail completely
“Talent is developed”	“I’m no good at this”
“What more can I do?”	“Why should I bother?”



Fixed Mindset

- Assumes that intelligence (character and others) cannot be changed
- Our characteristics are set in stone
- **Challenges:** Avoid them because they might show we are not smart
- **Set-back:** Give up easily because we do not want to fail

Growth Mindset

- Believes that intelligence (character and others) can be developed through your efforts
- Our characteristics are like trees that grow with water, sunlight, and care
- **Challenges:** Embrace challenges because they help us grow
- **Set-back:** Never give up because with effort, we can succeed

Self Assessment

- **Self-Assessment:** Students assess their own learning and abilities
 - Self-assessment is a learned skill
 - Basic self-assessment skills can be taught to very young children
- **Self Assessment:**
 - Encourages pupils to take responsibility for their own learning
 - Helps pupils use formal and informal feedback as well as self-assessment to identify the next steps in learning
 - Enables pupils to learn about themselves as learners and become aware of how they learn (become megacognitive).

Self-Assessment: Assessment AS Learning

- Assumption: Learning is not just knowledge transfer, but also a change in how students think
- Students oftentimes have assessments done **to** them and **for** them
 - Only assessment done **with** students and **by** students leads to changes in how students think
- Assessment **AS** learning consists of students developing metacognitive skills so they can make adjustments in their learning for deeper understanding
- Ultimate goal: Students acquire skills and habits of mind to be metacognitively aware, leading to increasing independence in learning

Assessment AS Learning

Relevant skills and attitudes – by the end of an education

- Set personal goals
- Monitor and challenge their own understanding
- Make reasoned decisions about their progress and difficulties
- Decide what else they need to know
- Adopt a growth metaphor for learning
- Accept and welcome feedback and correction

Teacher's Role in Self Assessment

- Guide children in self-assessment
- Teach self-assessment skills
- Model self-assessment
- Guide children in setting their own goals, and monitoring their progress toward them
- Provide regular opportunities to practice self-assessment
- Provide descriptive feedback of children's self-assessment abilities
- Create an environment where it is safe for students to admit they do not know something
- Nurture a growth mindset

Forms of Self Assessment in the Early Years

- Daily Reflection
 - At the end of each day, ask, "What did you learn today?"
- Conduct end-of-term one-on-one interviews for children to discuss how they think they are progressing in a particular area
 - How well do you _____ (e.g., cooperate with other children)? Why do you say so?
 - What do you do well?
 - What is difficult for you?
- Use hand signals for children to indicate how well they know something (see next slide)
- KWL

Self Assessment



Thumbs Up
I can do it all by myself



Thumbs Side-Ways
I can do it with a little help.



Thumbs Down
I can learn how to do it with a lot of help.

The form is titled "My Learning Reflection" and is designed for children to use. It is divided into several sections:

- Subject Reflection:** Three columns for "Reading", "Writing", and "Math". Each column has two boxes: "What I do well" and "What I need to work on".
- Behavior and Effort:** Two rows on the right side. The top row is for "My behavior is" and the bottom row is for "My effort is". Each row includes three smiley face icons (happy, neutral, sad) and a space for "Why I give myself this rating".
- Teacher Comments:** A space at the bottom left for the teacher to write.
- Parent Signature:** A space at the bottom right for the parent to sign.

KWL

Know	Want to Know	Learned

KWL

- At the beginning of a unit, ask children:
 - What do you know?
 - What do you want to know?
- Write their responses on the chart and keep it posted for the duration of the unit.
- At the end of the unit, ask:
 - What have you learned?