

# Self-Assessment and Learning

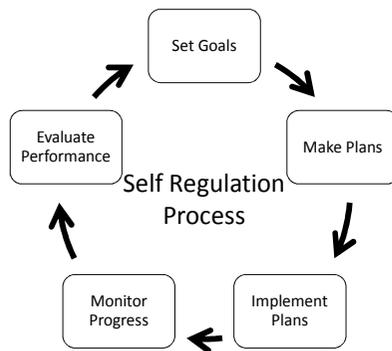
Dr. K. A. Korb  
University of Jos

## 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 features three columns for "Reading", "Writing", and "Math". Each column has a box for "What I do well" and a box for "What I need to work on". To the right of these columns are two rows of boxes for "My behavior is" and "My effort is", each with three smiley face icons (happy, neutral, sad) and a space for "Why I give myself this rating". At the bottom left, there is a "Teacher comments:" section with a small cartoon character. At the bottom right, there is a "Parent Signature:" section with another small cartoon character. The form is decorated with a scalloped border.

KWL

<b>Know</b>	<b>Want to Know</b>	<b>Learned</b>

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?