

Evidence-Based Learning (EBL)
The Eight Key EBL Skills

Key EBL Skill 5
Self-Assessment



A
15-minute
Teacher Guide

1

This resource first outlines the benefits of developing self-assessment in the classroom.

2

This resource then has research that supports using self-assessment in the classroom.

Our review of over 200 educational research papers identified eight key thinking and learning skills that have been found in common across this research

Our two-year research review identified these eight key thinking and learning skills:

● Collaborative Skills

● Thinking Skills

● Peer Assessment

● Peer Teaching

● Self-Assessment

● Metacognition

● Self-Regulation

● Independent Learning

some of these eight skills are needed in different combinations



to develop 21st Century thinking and learning skills

Our two-year research review also identified three key 21st century thinking and learning skills:

● Creative Thinking

● Critical Thinking

● Problem Solving



these three skills need different combinations of the skills above

A definition of Self-Assessment

Am I getting somewhere in life or am I just going round in circles?



Self-assessment is defined as a process by which pupils:

1

Monitor and evaluate the quality of their thinking and behaviour when learning.

2

Identify strategies that will improve their understanding and skills.

*James H. McMillan, Jessica Hearn - Student Self Assessment
Education Digest 2009 - www.britannica.com*

Self-assessment is a type of assessment that involves pupils evaluating both their work and their progress.

This type of assessment has been shown to have a number of benefits including increased motivation, more engagement, and better understanding of the material.

Am I smarter than the goldfish swimming in the bowl on the last page?

I love asking myself questions that I already know the answer to.

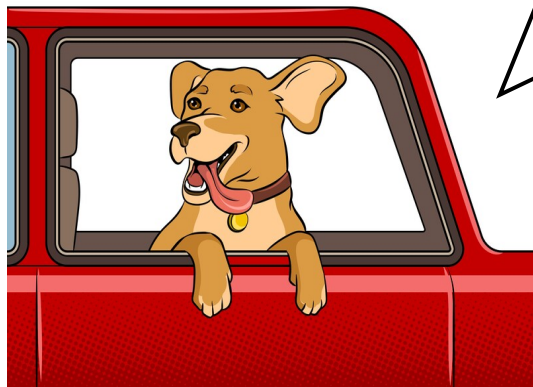


Self-assessment gives pupils the skills to become more aware of their strengths and weaknesses and allows them to improve their work and maximise their learning.

Self-assessment is a lifelong skill

A cornerstone of lifelong learning is the capacity for objective self-assessment – the ability to judge for yourself how well you are doing.

I think I am doing pretty well! I have had three treats for being a good boy and I have not barked at a single cat all day!



He got those treats under false pretences. While it is true that he has not barked at a single cat, he HAS barked non-stop at us!



Self-assessment is the asking of key questions



Learners need to learn how to assess their own progress by asking themselves some key questions about their learning - such as:

- Where am I now?
- Where am I trying to go?
- What do I need to do to get there?
- How will I know if I have accomplished what I set out to do?

A Definition of of Self-Assessment



Self-assessment can be defined as 'the involvement of learners in making judgements about their achievements and the outcomes of their learning' (Boud and Falchikov - 1989)

and

'identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards' Boud (1995).

Self-assessment will lead to learners:

1	Taking more responsibility for their learning.
2	Becoming more motivated.
3	Having higher self-esteem.
4	Taking an active part in their learning.
5	Achieving more as a result of taking ownership.
6	Understanding what good work looks like.
7	Improving their attitude and behaviour.
8	Becoming self-regulated, and then independent learners.



Self-assessment is needed if learners are to progress to self-regulation because it involves...	
1	Learners taking some responsibility for their own learning.
2	Learners knowing the goals and the standards for their work.
3	Learners monitoring their progress against these goals and standards.
4	Learners identifying strategies to make any improvements needed.
5	Learners reflecting on the quality of their work.
6	Learners reflecting on the success of the strategies they used.
7	Learners identifying what they need to do next in their learning.
8	Learners being aware of the progress they are making.



Self-assessment reduces teacher workload

When learners are supported to become effective at carrying out self-assessment, there is the potential to reduce teacher workload because feedback responsibilities are shared.

In large classes, the teacher cannot feasibly be the sole source of feedback so it is important that learners become learning resources for themselves and others.

(Yan et al, 2020)

Self-assessment is about more than self: the enabling role of feedback literacy 2022 - Taylor and Francis - www.tandfonline.com

What teacher *doesn't*
need their
workload reduced?

I know I do!



Self-assessment often involves reflective activities (1)



In self-assessment, pupils can be involved in reflecting on standards of quality in a task and developing criteria for evaluating their work. They also learn to apply criteria to their own work and that of their peers, and judge how well their work reflects those standards.

Engaging pupils in the assessment process in this way deepens both their engagement with course content and strengthens their metacognitive abilities as self-assessment often involves reflective activities that encourage pupils to think about and adjust their approaches to learning.

*Adapted from: Student Self-Assessment:
Reframing Assessment as Learning - Apr 2019
Rice Center for Teaching Excellence - cte.rice.edu*

Self-assessment often involves reflective activities (2)



Self-assessment is a critical component of 21st century learning and has been shown to have a positive impact on learner motivation, engagement, and achievement.

By teaching learners to reflect on their own learning and evaluate their own progress, we are helping them to become more self-directed in their learning.

Additionally, self-assessment promotes a sense of ownership and responsibility for one's own learning, and it provides valuable feedback for teachers, who can then use this information to personalize their instruction and support learner growth.

*S.K. Smith & J.M. Johnson - The impact of self-assessment on student motivation and achievement in the 21st century classroom
Journal of Educational Research - Vol 21 2017*

Learner self-assessment provides learners with an awareness of their learning needs

Half a century ago, David Ausubel argued that the most important single factor influencing learning is what the learner already knows, and that teachers need to ascertain this and provide appropriate instruction (*Ausubel, 1968*).

If knowing what the learner already knows is the most powerful factor influencing learning, it is necessary not only for the teacher to know it to better guide their teaching, but also for learners to know it to direct their subsequent learning activities.

Thus, learner self-assessment is appealing as a pivot point in learning because it provides learners with an awareness of their learning needs and allows them to use that awareness to motivate and guide efforts for further improvement.

*Student self-assessment - A process for learning - Zi Yan - 2022
www.taylorfrancis.com*

Self assessment is important as it lets me evaluate important things - such as:

What have I got for dinner tonight? Is it nearly dinner time? Is next door's scary black and white Kat out and about in my garden? Will it go into my kennel and eat my dinner? Have I spelt Kat right?

What do you mean that only the last question was self assessment?



Self-assessment is a learning opportunity for learners to develop self-regulation skills

Self-assessment requires learners to make judgements about their own work, identify the gaps between their current performance and the desired standard and take actions to close the gaps (*Andrade, 2010*).

Therefore, engaging in self-assessment is a precious learning opportunity for learners to develop self-regulation skills (i.e., setting targets, evaluating learning progress and improving the quality of the learning) (*Harris & Brown, 2018; Yan & Boud, 2022*).

In addition, the active and reflective role learners take in the self-assessment process results in a greater sense of commitment, autonomy and self-efficacy in learning (*Panadero et al, 2016*) and it reduces dependence on teachers (*Brown & Harris, 2013*), which, in turn, leads to higher intrinsic motivation to treat learning as a lifelong endeavour.

*Student self-assessment - A process for learning - Zi Yan 2022
www.taylorfrancis.com*



Self-assessment is important as it lets me evaluate important things, such as:
Is that daft dog on the last page going to be entertaining again today? Will I be hiding in his kennel, after I have eaten his dinner, with my eyes shut just waiting to give a loud meow as he comes creeping in?

What do you mean that those two questions were **not** self-assessment?

Self-assessment has many learning benefits



Am I really this handsome... or is it a mirage?

I KNOW that the two questions above are NOT self assessment but I just DON'T care!

There is ample evidence that suggests that self-assessment has a positive impact on pupil learning.

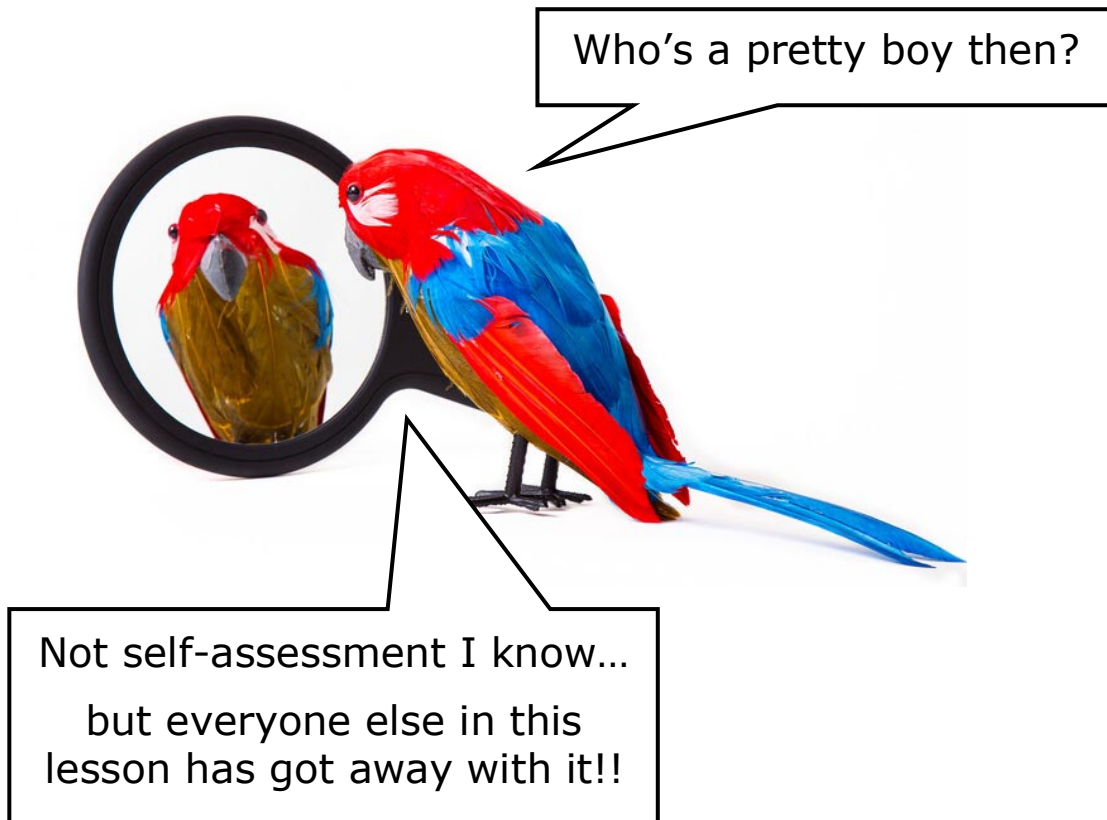
It can improve performance, strengthen motivation and self-regulation, it can improve feedback literacy* and it can promote the development of evaluative judgment, and foster reflection and life-long learning.

*Student Self-Assessment: Reframing Assessment as Learning - Apr 2019
Rice Centre for Teaching Excellence – cte.rice.edu*

*Feedback-literate learners understand and appreciate the role of feedback in improving work and the active role of the learner in these processes. They develop capacities to make sound academic judgments about their own work and the work of others.

*Assessment and feedback literacy - www.qmul.ac.uk
Queen Mary University of London*

Summary of Self-Assessment (1)



Learner self-assessment occurs when learners assess their own performance. With practice, they learn to:

- objectively reflect on and critically evaluate their own progress and skill development
- identify gaps in their understanding and capabilities
- discern how to improve their performance
- learn independently and think critically.

Summary of Self-Assessment (2)

Self-assessment is a guided, taught process that involves four steps:

- (a) establishing assessment criteria with cooperation between teachers and pupils,
- (b) showing pupils how to apply the assessment criteria and providing the necessary practice time in order to apply them,
- (c) providing pupils with feedback on the results of applying those criteria in their work, and
- (d) setting learning goals and strategies to achieve in the future.

*Examining the impact of self-assessment with the use of rubrics on primary school students' performance - Vasileiadou et al
International Journal of Educational Research - Vol 1 2021
www.sciencedirect.com*



I have learnt a lot about self-assessment and can now say that I myself would not have chosen that colour for a space suit as it would not suit me.

What do you mean that is not self-assessment? How come you know so much about self-assessment all of a sudden?

Self-Assessment is needed for Self-Regulation

Step 1

First develop Self-Assessment

Pupils will need to be shown how to identify the strengths and weaknesses in their work.

Step 2

Next develop Metacognition

Metacognition involves pupils in knowing when they know something, knowing when they don't know, and knowing what to do when they don't know.

Queens University - www.queensu.ca

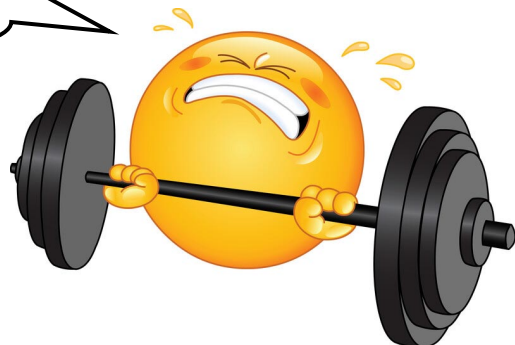
Step 3

Then develop Self-Regulation

Encourage pupils to:

- Develop persistence when their work gets difficult.
- Have belief in their ability to complete a task.
- Reflect on their performance to identify what they need to do to improve.

Self-regulated pupils also increase their effort when they encounter challenges.



The following pages have
research-based quotes
on Self-Assessment.



This research could be used
for teacher CPD on the
benefits of self-assessment.

Research on Self-Assessment (1)



Looking at the work of others can help pupils to understand the different approaches they could have taken

Self-assessment is a natural extension of peer assessment

Having assessed the work of others, pupils often find it easier to identify weaknesses in their own work and to see how they can make improvements. They should be encouraged to reflect on their own development and progress, comparing their current work with that produced previously and with their own personal targets.

Looking at the work of others can also help pupils to understand the different approaches they could have taken and to appreciate that there are different ways of achieving success.

Self and peer assessment - The National Foundation for Educational Research in England and Wales - NFER Classroom - www.nfer.ac.uk

Research on Self-Assessment (2)



Self-assessment
needs the right
classroom culture

Self-assessment needs the right classroom culture

Self (and peer) assessment requires a classroom culture or ethos where errors are valued as learning opportunities and admitting to not understanding something is acceptable.

Pupils act as critical friends, critiquing the work of others in a way that both supports and challenges them and facilitates their future success.

Self and peer assessment - The National Foundation for Educational Research in England and Wales - NFER Classroom - www.nfer.ac.uk

Research on Self-Assessment (3)



Self-assessment should
take place during
the learning

and

there must be an
opportunity for
adjustment and
correction

Self-assessment is almost pointless if there is
'no opportunity for adjustment and correction'

I have long held that self-assessment is feedback (*Andrade, 2010*), and that the purpose of feedback is to inform adjustments to processes 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 and take place during the learning: if there is no opportunity for adjustment and correction, self-assessment is almost pointless.

A Critical Review of Research on Student Self-Assessment
Andrade 2019

Frontiers in Education - www.frontiersin.org

Research on Self-Assessment (4)



Rubrics take
the guess
work out of
self-assessment

“A good rubric describes the kinds of mistakes pupils tend to make, as well as the ways in which good work shines”

A condition for effective self-assessment is access to clear criteria on which to base self-assessment. This can be met by introducing a rubric.

A good rubric describes the kinds of mistakes pupils tend to make, as well as the ways in which good work shines.

It gives pupils valuable information about the task they are about to undertake and takes the guess-work out of understanding their learning targets, or what counts as high quality work.

*Adapted from: Promoting Learning and Achievement Through Self-Assessment
Andrade et al – Oct 2007 – Taylor and Francis Online – www.tandfonline.com*

Research on Self-Assessment (5)



Metacognition is
central to
self-assessment

“Metacognitive awareness
is the key to self-assessment”

Metacognitive awareness involves making learners aware of themselves as thinkers and develops the self-awareness needed for them to assess and improve their own learning.

Metacognitive awareness is promoted by helping learners to reflect on their thinking and decision-making processes.

This metacognitive awareness is the key to self-assessment.

*Adapted from: Personalised Learning: A Guide for Teachers - Robert Fisher
Learning and Teaching Reflection Framework
The Highland Council – www.hvlc.org.uk*

Research on Self-Assessment (6)



Self-assessment encourages pupils to become independent learners

Self-assessment leads to independent and more motivated learners

In self-assessment, pupils step back from the learning process to think about their learning strategies and their progress as learners.

Such self-assessment encourages pupils to become independent learners and this can increase their motivation.

*Adapted from: Assessing Learning Peer and Self Assessment
www.nclrc.org*