STUDENT SELF-ASSESSMENT AND GOAL SETTING

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Student Self-Assessment

Students review their own work in light of criteria and decide on a next step.

Success Criteria

- Students “look-fors”
- Sharable in several ways
  - I can statements
  - Rubrics
  - Checklists
  - Guiding questions
  - By analyzing exemplars
Success Criteria are About Demonstrating Learning

- Whether in “I can” statements, rubrics, or checklists, success criteria must allow assessment of learning, not following directions or meeting the requirements of the assignment.

Student Self-Assessment

Research Findings

- Greater self-assessment competency is associated with more humble self-assessment
- High achievers may underestimate, and low achievers may overestimate, performance
- Most students are accurate in their assessment of how well they did on tests

- Literature reviews on self-assessment: Andrade & Brown, in press; Andrade & Valtcheva, 2009; Brown & Harris, 2013; Falchikov & Boud, 1989; Ross, 2006

Student Self-Assessment

Research findings: Factors contributing to consistency in self-assessment

- Training and practice in self-assessment
- Opportunities to discuss criteria
- Nature of the task and criteria (simple, concrete tasks work best)
- Experience with the subject
- Age
- Ability
Student Self-Assessment

Specific strategies
- Use self-assessment for learning goals students already know something about
- Teach self-assessment skills
- Rubrics and highlighters
- Indicator systems
- Before and after tests
- Self-assessment of effort

Example

Grade 3
Mathematics
Student Self-Assessment

Video clip

This is a good example of self-assessment using a checklist in a conference setting. Notice the teacher is coaching the student on how to self-assess as they talk.
How do goals help you in your own life?

Student Goal-Setting

A goal is something specific that the student is trying to learn.

Goal-setting is a cognitive process that is part of student self-regulation
Setting a Goal “Just Right”

TOO HARD OR TOO EASY
Students give up or do not try. They use inappropriate levels of effort.

JUST RIGHT DIFFICULTY
Increased Effort and Persistence. Students work harder and stay engaged.

SETTING A GOAL

TOO VAGUE
Students lose their focus and expend their energy in less productive directions.

JUST RIGHT SPECIFICITY
Increased Intention and Attention. Students work smarter and with greater focus.

Student Goal-Setting

How does this affect learning and motivation?
• Provides a learning target that the student can see and understand
• Energizes effort toward that goal and increases persistence
• To set “just right” goals, students must be able to realistically appraise their capability. This act contributes to self-efficacy.
• In selecting strategies, students are predicting what they think will be effective for them, contributing to feelings of control over their own learning.

Common misconceptions
• A “goal” is a general personal wish (“When I grow up I’ll be a professional baseball player.”)
• “Goal-setting” is an occasional event. (“I will work harder during the next nine-weeks.”)
• Goal-setting is a “study skill” and is not part of teaching content.
Student Goal-Setting

Specific strategies
- Give effective feedback (which helps students judge their current level of performance)
- Model goal-setting, using goal-directed language
- Provide goal-setting guides

Goal-directed Language
- “What are you trying to learn?” not “What are you doing?”
- “What resources do you need to work toward your goal?” not “What did you find in the library?”
- “What were you thinking as a writer when you described the noise?” not “Why did you write that?”

Example
Grade 4 Speech Therapy
Student Goal-Setting

1\textsuperscript{st} time – watch, 2\textsuperscript{nd} time - analyze

<table>
<thead>
<tr>
<th>What was the student's goal?</th>
<th>How did having this goal help the student learn?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What did the teacher learn from the student's presentation?</td>
<td>How did having the goal help the student present evidence of her learning?</td>
</tr>
</tbody>
</table>

Counter-Example

High School Mathematics

Peer Assessment

Students review their peer’s work in light of criteria and suggest a next step.
Peer Assessment

Research Findings
- Traditional research on peer assessment was about peer grading
- More recent research about peer assessment is about collaborative learning
- Training in peer assessment improves its outcomes
- Students who receive better feedback derive more learning benefits from peer feedback
- Social embarrassment and peer qualifications as evaluators are issues


Peer Assessment

Research Findings
- Friendship bias
- Student concerns: competency of peers, unfairness, normative behavior
- Weaker evidence about supporting learning than for self-assessment, although some at the secondary level
- Affirming and suggestive peer feedback has positive effects on learning; didactic and corrective feedback has negative effects

Peer Assessment

Specific strategies
- Teach students how to peer assess
  - Focus on the work, not the person
  - Clear criteria
- Make peer assessment an episode of learning for the assessor as well as the person assessed
  - Not an issue in self-assessment
  - Peer assessment can impose a deeper understanding of the learning goal (“Where am I going?”) as well as to the self-regulation of learning more generally if it obliges students to work deeply with criteria and with an example of student work, both of which are known to clarify a student’s understanding of what is to be learned