VIII. Self-Assessment

Self-assessment is important because it provides students with an opportunity to think metacognitively about their learning. Research suggests that improved understanding of one's own learning is a critical strategy that can lead to improvements in learning.

1 Not Observed	**2** Beginning	**3** Developing	**4** Progressing	**5** Extending
Students are not provided with any opportunities to engage in self-assessment of their work or understanding..	The teacher asks students to assess their own learning on a trivial task, such as checking their own work on a spelling test, math facts worksheet, or state capitals quiz. The task provides limited opportunities to comment on the quality of the work or to think metacognitvely. Rather, the assessment is focused on completeness or accuracy.	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work.	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work.	The teacher asks students to assess their own learning or to think metacognitively in order to improve the quality of their work.
---------------- *or* ----------------- Students are asked to mark their own work for a summative grade.		Most students do not take the self-feedback task seriously, or they do not perceive value in the task.	Most students take the self-feedback task seriously and engage with it *meaningfully*.	Most students take the self-feedback task seriously and engage with it *meaningfully*.
		The self-assessment task lacks structure and does not support students (e.g., students do not understand the task, the task has not been modeled for students, and students have not been provided with examples). Most students struggle to complete an honest self-assessment.	The self-assessment task is *structured* in a way that *supports* some students in completing an honest self-assessment, but the support may not be adequate for most students.	The self-assessment task is *structured* in a way that *supports* most or all students in completing an honest self-assessment.
		The output of the self-assessment process *does not* provide students with evidence that will help them identify ways to improve their work or ways to set goals for further action as appropriate, or the self-assessment may not provide evidence to the teacher about students' perceptions of their learning in a way that can be used to direct next instructional steps.	The output of the self-assessment process provides students with evidence that will help them identify ways to improve their work or to set goals for further action; however, students' goals may be vague or not likely to contribute to improvement, or the self-assessment may not provide evidence to the teacher about student perceptions of their learning, or the evidence may not be used to direct the next instructional steps.	The output of the self-assessment process provides students with evidence by helping them identify ways to improve their work or to set goals for further action as appropriate, or the self-assessment does not provide evidence to the teacher about student perceptions of their learning in a way that can be used to direct the next instructional steps

Observation Notes
Self-Assessment

This rubric addresses the intentional, structured opportunities that teachers create for students to engage in self-assessment rather than those unprompted instances where an individual student might say something that demonstrates that he or she is reflecting on his or her own learning.

The rubric makes reference to whether the self-assessment activity is *meaningful* to students. This requires the observer to make a professional judgment. Observers may draw on evidence from student comments regarding the self-assessment task, the degree to which students seriously engage with the task, how they appear to view its importance, and if there is follow-through to address any identified deficiencies in order to make judgments. An observer may want to ask students about what they think of the task.

The rubric refers to the importance of *structure and support* for the self-assessment process. Depending on how familiar students are with self-assessment, there may be evidence of direct support for the tasks, such as the teacher reminding students about what it means to engage in self-assessment, why they are doing it, or how the information will be used. In other cases, if students are more experienced with this task, the teacher may only make a brief reference to previous discussions, or it may be clear from how students approach the task that they no longer need any direct support but can immediately engage with the task. The amount of structure in a self-assessment task will also vary according to students' ages and experiences.

If a teacher does not provide students with any assessment criteria or structure to support their self-reflection but simply asks the students to give a *thumbs up or thumbs down* to indicate how they felt about the lesson, the lesson is unlikely to be rated higher than the Developing level. However, the teacher may use the thumbs up or thumbs down approach as a springboard into deeper reflection, which could change the scoring. For example,

- a teacher who just accepts the feedback without further probing cannot know the accuracy or specifics of the students' confusion/understandings, and so the assessment's impact on future learning or instruction is very limited.

- However, if the teacher probes further into what students did and did not understand in the lesson by noting that they covered four key ideas in the lesson and then lists each idea for additional information from students, the teacher is now providing additional structure—and the improved information may enhance the teacher's planning.

- Moreover, if the teacher further probes to check for understanding from students who gave a thumbs up to confirm that they did indeed understand or from students who gave a thumbs down to clarify what students did not understand, the likelihood of enhancing future learning and/or instruction increases.

Structures for self-assessment are any kind of tool or process that provides support for the activity. For example, a teacher may provide students with structures to guide or focus their self-assessment and metacognitive thinking by modeling the activity for the students, by *providing exemplars*, or by providing a *writing frame* in which the students identify something new, something to learn more about, and something that is puzzling and that they need additional help with. Another structure to support self-assessment is the process of student-generated questions and/or explanations. When students generate questions with the intent to identify gaps or deepen understanding, they must also think about what they do and do not already know.

Additional Notes: _____

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