



# PROMOTING LEARNING THROUGH SELF-ASSESSMENT

<sup>1</sup>Tejaswini Priyadarshini Sethy, <sup>2</sup>Bhagyashree Nayak

<sup>1</sup>Research Scholar, <sup>2</sup>Research Scholar

<sup>1</sup>Department of Education, Regional Institute of Education, NCERT, Bhubaneswar, Odisha

**Abstract:** Self-assessment is unique in today's standards-based educational environment since it has the potential to improve student engagement and learning. Students need to self-evaluate more than ever to build the critical thinking skills and information necessary to excel in both school and life. This article will address the need for self-assessment and how it helps with learning. The paper opens with a detailed explanation of student self-assessment, which then proceeds with a discussion of the advantages and uses of student self-assessment. To further bolster the beneficial benefits of student assessment in the classroom, it also aims to comprehend how both teachers and students perceive self-assessment.

**Keywords:** Self-assessment, promoting learning, peer assessment, formative assessment, rubrics, portfolio, traffic light

## Introduction

Assessment and evaluation are important elements of both teaching and learning. Without an efficient assessment system, it is challenging to determine whether or not students have learned a thing, whether or not the teaching has been efficient, or how best to meet the goals of their learning. Assessment is vital for encouraging a culture of continuous improvement. It enhances student learning in a certain manner. It enables teachers to more precisely plan out their instruction and course advancement. The act of rating or the result of anything being assessed is what is simply meant by the word "assessment." Evaluation and assessment help teachers gain insight into what students understand to plan and guide instruction and provide helpful feedback to students.

A variety of purposes are served by assessment, including summative assessment (evaluation of learning), which determines accomplishment of competencies, formative assessment (assessment for learning), which fosters learning, and assessment as learning, which helps students recognize their preferred learning styles. But in the past, higher education has put more focus on "acquiring" knowledge than "being involved in" it (Boud and Falchikov, 2006). A further explanation of the evolving definitions of assessment is provided by the following: measurement, the process, inquiry, accountability, and quality control. Assessment should ideally be used for both learning and monitoring success (in learning) (Falchikov, 2005). Peer and self-assessment can both influence how fairly students see their assessments.

## Self-Assessment: Conceptual Understanding

The National Education Policy 2020 states that the report cards that are created would be "a holistic, 360-degree, multidimensional report" (NEP-2020). Along with teacher assessment, peer and self-assessments will be included in the progress report. In the cognitive, affective, socioemotional, and psychomotor domains, they will demonstrate the learner's development and uniqueness. The act of assessing oneself and choosing the

next step of action occurs during the questioning process. This is a self-assessment (Boud, 1995). However, Student assessment is a type of true assessment in which each student considers his or her strengths and shortcomings to identify areas that require learning and reinforce problematic areas to increase performance and/or achievement (Fitzpatrick, 2006).

Self-assessment is an effective approach for encouraging students to take an active role in their education. It is frequently employed as a formative assessment to encourage reflection on students' learning processes and outcomes. (Sluijsmans et al., 1998). Both formative and summative assessments can be served by this type of assessment. Because most academics believe that it can be useful for formative assessment purposes but differ regarding its role for summative purposes, it was solely used for formative purposes (El-Koumy, 2010b). Also, it can be said that it is a process of formative assessment in which students consider and examine the quality of their learning and their work, determine the extent to which they reflect explicitly stated goals or criteria, pinpoint their work's strengths and problems, and change as necessary (Goodrich, 1996; Gregory et al., 2000; Hanrahan & Isaacs, 2001; Paris & Paris, 2001; Andrade & Boulay, 2003; Andrade & Valcheva, 2009). This concept of self-assessment does not include self-grading, with very few exceptions. Instead, student self-assessment is a process whereby students gather data regarding their performance and evaluate how it compares to their objectives and/or the standards for their work (Andrade & Du, 2007).

As part of the self-assessment process, each student must critically and honestly evaluate their work. Similar to a conventional exam, the decisions may be expressed as "pass-fail" decisions, percentage marks, ranks A to E, and other possibilities. Student self-assessment, however, might be much more beneficial when the evidence being reviewed is the student's work. In this situation, it can be claimed that the student at least is aware of the extent to which their efforts satisfy the intended goals or standards (Race, 2001). The "external" viewpoint used in peer and teacher assessments is quite different from this "internal" point of view about one's learning and achievement. The student may be requested to take the following factors into account while doing their assessment: How can I evaluate my products against those made by my peers? How well did I perform the assignment I was given? How can I increase the effectiveness of my efforts? One can participate in careful reflection by writing a paper that answers these and other issues. The most crucial factor is that these reports support students' academic progress and personal progress.

Thus, self-assessment is intimately bound with issues of power, control, and authority and the extent to which these are transferred from academic staff to students (Brew, 1999). Contrary to the traditional forms of assessment, self-assessment is more appropriate for the development of lifelong learning skills, such as critical thinking, self-regulation, and taking responsibility for learning (Tan, 2007).

### **Students' Self-Assessments in Learning**

In general, self-assessment helps students learn and is one of the most crucial abilities they need for future professional development and lifelong learning since it helps them become better at evaluating their learning (Boud and Falchikov, 2006; Taras, 2010). Taras also makes the point that self-assessment begins from the point of view of the integration of teaching and learning. The opposite of this is the idea that students and teachers have separate roles and have different areas of emphasis. Self-assessment relieves teachers and lecturers of their substantial assessment loads, which is reasonable. When students take care of most of the assessment activities, the teacher's role as an expeditor and moderator of assessment in conjunction with students expands considerably. In the self-assessment approach, instruction and learning are essentially collaborative processes that are held together in part by the "glue" of evaluation. Self-assessment, on the other hand, takes place in a welcome "learning community" in which all members actively participate in selecting what and how to study.

As a result, self-assessment becomes a tool for student empowerment by allowing students to participate in assessments and have a say in decision-making, particularly grading. The main goals of carefully guiding students through their self-assessment are to increase learning and achievement and to foster academic self-regulation, or the propensity to track and manage one's learning (Pintrich, 2000; Zimmerman & Schunk, 2004). According to several studies, educational achievement and self-assessment work jointly. Students who define goals, devise adaptable methods to achieve them, and keep track of their successes acquire more knowledge and outperform their peers academically. Self-assessment is a crucial part of self-direction because it calls for being aware of the goals of an activity and monitoring one's progress toward them. It has been demonstrated that self-assessment encourages performance and self-control (Schunk, 2003).

## Strategies Used for Students' Self-Assessment

Self-assessment is a useful tool for learning. Effective learners are capable of assessing their progress. They are more enthusiastic and engaged, more confident in their abilities to succeed, and better equipped to adjust their approach if learning is not going as planned. Students who can complete assessments perform higher. Although self-assessment eventually enables kids to learn on their own, its implementation requires a lot of instructor participation. It needs continuing help and constant, precise teaching on how to do it. Teachers must also create a secure environment in the classroom where kids may learn without worrying about being judged. Many tools enhance students learning. Some of them are listed below-

### Student Progress Cards

Student progress cards are basic self-assessment instruments that have been applied in several educational settings all around the world, according to Oscarsson (1984). Simply said, student progress cards list a variety of short-term functional goals and organize them into graded blocks of varying degrees of difficulty. This activity is open to both students and teachers. Each language ability or task that the student is confident in completing satisfactorily can be checked off (in the learner column). Once the learner has mastered the exercise, the teacher can cross it off (in the teacher column). Following is a sample activity:

**Table 1. Activities in students' progress report**

Abilities	Student	Teacher
Read and comprehend travel-related texts		
Read and comprehend the paragraph with a trip theme.		
Talk about your recent and upcoming vacations.		
Prepare an itinerary for a trip you have coming up.		

### Learner Diaries and Dialog Journals

Student self-assessment has been suggested to be systematized using learner diaries and dialogue journals (Oscarsson 1984; Dickinson 1987). Encouraging students to write about their learning, their perception of their comprehension of the course material, and their plans for applying their newly acquired knowledge is an excellent strategy.

### Rubrics

A rubric is a type of evaluating instrument that contains two types of data: a set of assessment standards for the main goals of the assignment and a scale to rate the different performance levels in each criterion, along with descriptions of each qualitative level. By comparing their work to a rubric's requirements, students can assess the level at which they have performed. Rubrics are meant to be used for assessing the finished product, but if they are provided to students at the beginning of a task, they can aid in their organization and allow them to review and edit as they go. Encourage students to make edits to the rubrics that already exist or even create their own. Teachers must assist their pupils in using the rubrics they have been given to guarantee success.

### Scripts

Scripts are made up of particular questions that are organized into an orderly sequence of steps to show learners how to complete a task. They specifically describe the "self-talk" that occurs as one completes a task. While a script is helpful for students to follow while completing work, it may also be utilized to examine the result. A script can assist students in determining whether they are on the proper path to finishing the assignment and assist them as they modify their learning style by the instructions of the scripted questions.

## Portfolios

An assortment of the student's completed work that demonstrates their development and proficiency is called a portfolio. Students can acquire evaluation strategies such as noting choices and preferences, identifying talents and interests, and tracking their progress through record-keeping with the use of portfolios. Portfolios can be a shared focus point for teachers and students when talking about assessments and goal-setting. A portfolio can be digitally created rather than on paper, which removes the need for storage and the risk of damage or loss. Students who have summarised and analyzed their evidence should think about their areas of growth and strength, what they liked or were most satisfied with, where they have progressed and why, and what more they can do to improve.

## Rating Scales, Check Lists and Questionnaires

The use of rating scales, checklists, and questionnaires has been a well-liked self-assessment strategy. For learners to rate their perceived level of general language aptitude or competency, these three strategies have been utilized. The use of "ability statements," such as "I can read and understand newspaper articles intended for native speakers of the language," has contributed significantly to the growth of this field (Coombe 1992; Oscarsson 1984).

Take a look at the following listening example by Raasch (1979). The learner must click the box next to the performance level that best describes them to finish the task.

**Table 2. Self-assessment through rating scales, checklists, and questionnaires**

I have native-like fluency in the language.	5
	4.5
Even when native speakers speak the language, I can understand the majority of what they are saying. However, I have trouble understanding dialects and slang. Additionally, I have trouble understanding speech when it is being broadcast through poor loudspeakers outside, etc.	4
	3.5
I can follow and comprehend the main ideas of everyday and general topics when they are stated properly and clearly, but I am unable to understand native speakers when they speak too quickly, in slang, or a regional dialect.	3
The language is completely alien to me.	1

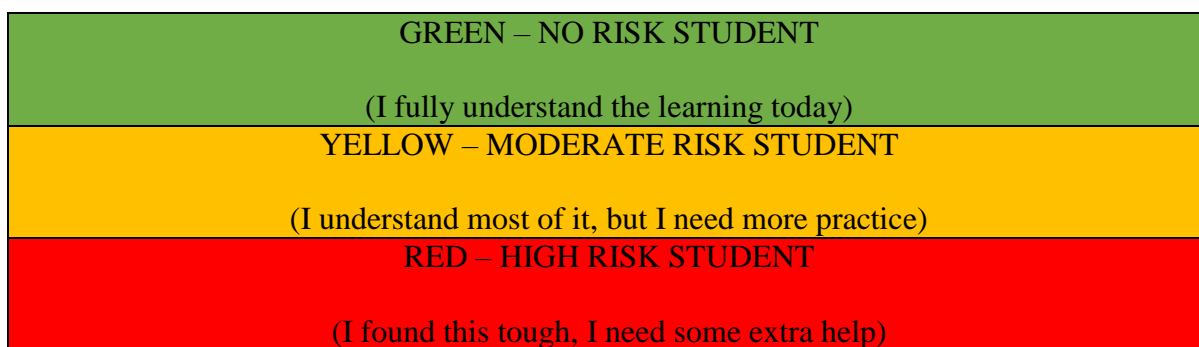
## Videotapes

Other audiovisual tools just cannot compete with the video recorder's capabilities in today's technologically advanced world. Numerous video-based strategies can be used in the classroom to promote self-evaluation. To evaluate their language abilities, for instance, learners could be videotaped or video-taped to each other. The ability for students to evaluate both their paralinguistic (i.e., body language) and linguistic skills while using video for self-assessment is unquestionably a benefit.

## Traffic Light

The idea to create a toolkit was put out by an academic team from Canterbury Christ Church University, and it was financed by the Higher Education Funding Council for England (HEFCE). The Traffic Light Toolkit (TLT), a collection of learning support systems, was created by a multidisciplinary team. Using weekly formative feedback and ongoing communication, the tool can be used to track students' development and spot potential risks in a group or class (Munna, 2021).



**Figure 1. Self-assessment using Traffic Light**

### Role of Teachers in Students Self-Assessment

Without a doubt, a teacher is more than a lecturer (Harden & Crosby, 2000). Because their participation in the educational process maintains the quality of our human and social resources, it is imperative to consider the roles of teachers. A teacher's perception of his/her performance in certain professional roles may have an impact on how he conducts himself when carrying out educational activities. There are many roles that teachers play, and they can be organized in different ways. A teacher now has to fulfill a growing number of duties as a result of the school being seen as an institution that should aid in each student's overall development. On the other side, a teacher's role extends beyond simply carrying out the educational process to include working with parents, the community, social organizations, etc.

Six categories are used to classify the functions that teachers play in the teaching process.

1. The position of the teacher in the most limited sense (as a lecturer, a lesson planner, an active participant in dialogue with students, and an authority on his or her subject area)
2. Motivational role (encouraging pupils to be interested in learning and then maintaining it; teachers serving as role models for students to identify as professionals)
3. Evaluation role (knowledge evaluation, conduct, and personality evaluation of the learner)
4. The function of cognition in diagnosis
5. Group dynamics in the classroom and the role of the social mediator
6. Affective interaction: The role of the partner

### Role of Peers in Students Self-Assessment

Significant components of learning assessment involve self and peer assessment. (Assessment Reform Group, 1999; Black et al. 2004). As mentioned in the document 'Assessment for Learning: Beyond the Black Box' (Assessment Reform Group, 1999). To improve learning through assessment, students must be able to explore and comprehend how to enhance their learning. To enhance their learning and performance, students analyze their work using clear criteria or standards during self-assessment (Brown and Harris, 2013). This entails several strategies "through which students describe (i.e., assess) and possibly assign merit or worth to (i.e., evaluate) the qualities of their learning processes and products (Panadero, Brown, and Strijbos, 2016.). However, in peer assessment, students rate the work of their classmates and are required to "provide either feedback or grades (or both) to their peers on a product, process, or performance, based on the criteria of excellence for that product" (Falchikov, 2007).

Peer and self-assessment can be summative, to assess the outcomes and results to assign grades, or formative, with the main goal of offering detailed feedback to help learning. According to the assessment for learning agenda, the main goals of both peer and self-assessment are to understand learning objectives and quality of work criteria, practice reflective and evaluation skills, and promote self-regulation in learning rather than to grade one's own or one's peers' work (Boud, 1995; Orsmond et al. 2000; Nicol and Macfarlane-Dick, 2006; Andrade and Valcheva, 2009; Panadero and Alonso-Tapia, 2013; Panadero, Jonsson, and Botella, 2017;

Topping, 2013). To empower students and incorporate them in the evaluation process, peer and self-assessment are also employed as tactics (Black et al. 2004; Andrade and Valcheva, 2009), since they liberate students from being dependent on teachers (Nicol, Thomson, and Breslin, 2014; Shen, Bai, and Xue, 2020).

In general, formative peer assessment is acknowledged as a crucial addition to self-assessment (Black et al. 2004; Reinholz 2016) and a form of collaborative learning (Van Gennip, Segers, and Tillema 2010; Panadero and Alonso-Tapia 2013). Many authors acknowledge the high potential of peer assessment in supporting self-assessment, self-regulation, and learning in general (Boud 1995; Dochy, Segers, and Sluismans 1999; Panadero and Alonso-Tapia 2013; Panadero, Jonsson, and Strijbos 2016; Reinholz 2016; To and Panadero 2019). Students are specifically challenged to assess their work more reflectively and develop self-evaluation skills by applying their knowledge of high work standards to give peer comments. This improves their awareness and grasp of the requirements for grading (Nicol, Thomson, and Breslin 2014; Reinholz 2016).

### **Advantages of Student Self-Assessment**

- (1) It raises learners' awareness of their cognitive processes and learning (Zohar, 2004).
- (2) It provides direction for future learning (Chamot and O'Malley, 1994).
- (3) It makes teachers aware of their students' needs and provides them with an additional lens through which to view their achievement (Blanche, 1988).
- (4) It helps learners see gaps in their learning and initiate self-repair to redirect their learning toward the learning goal (Liang, 2006).
- (5) It stimulates learners to consider course content critically and helps them achieve a high level of academic thinking skills (Teh, 2006).
- (6) It promotes learners' autonomy and brings a sense of responsibility and accountability to them (Asadoorian and Batty, 2005).
- (7) It increases learners' knowledge of their learning goals and thus enhances their motivation and goal orientation (Liang, 2006).
- (8) It stimulates learners to exercise a variety of learning strategies and higher-order thinking skills (Chamot and O'Malley, 1994).
- (9) It develops appropriate study skills and strategies and fosters lifelong learning (Zohar, 2004).
- (10) It helps learners get better marks (Harris, 1997).

### **Conclusion**

Self-assessment is an effective approach for enhancing student learning, especially when utilized in an organized way. One of the most crucial abilities students need for future professional development and lifelong learning is self-assessment because it strengthens their ability to evaluate their learning. The teaching staff must think carefully about how they may help students learn by sharing part of the feedback and assessment processes with them. In the meantime, self-assessment affects students' performance on a specific project as well as in the long run as they learn to manage their learning.

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