

# SELF EVALUATION/ASSESSMENT IN THE PEDAGOGY OF COMMERCE

Mrs. Manisha Sharma (Research Scholar), Dr. Neetu. M. Shukla (Asst. Prof.)  
Amity Institute of Education, Amity University, Noida

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## Abstract

In the current era of standards-based education, student self-assessment stands alone in its promise of improved student motivation and engagement, and learning. Correctly implemented, student self assessment can promote intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning. In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, journalizing, taking tests, writing revisions of work, asking questions, and through discussions. It is important for teachers to model self-assessment too. Teachers need to show their students that it is important for everybody to self-evaluate by doing their own self-evaluations. Self-assessment could mean that students simply check off answers on a multiple-choice test and grade themselves, but it involves much more than that. Such as in the subject commerce students can self evaluate with the projects and assignments given to them related with accounts, shares, markets and products etc. Through this students can evaluate about the understanding of the concepts related with commerce. But these techniques also need improvement so students can also evaluate themselves.

Key Words- Self Evaluation, Commerce, Pedagogy

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## Introduction

In the current era of standards-based education, student self-assessment stands alone in its promise of improved student motivation and engagement, and learning. Correctly implemented, student self assessment can promote intrinsic motivation, internally controlled effort, a mastery goal orientation, and more meaningful learning. Its powerful impact on student performance—in both classroom assessments and large-scale accountability assessments—empowers students to guide their own learning and internalize the criteria for judging success. In this article we will define student self-assessment and its importance in influencing student motivation and learning. We begin with a detailed definition of self-assessment, then review pertinent theoretical and research literature that supports the positive impact of student self assessment in the classroom. Our intent is to show that, based on both theoretical and applied research and theory, self-assessment works, and that by applying a set of practical steps teachers can facilitate this kind of assessment and reap the benefits.

In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, journalizing, taking tests, writing revisions of work, asking questions, and through discussions. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

## What Is Student Self-Assessment?

Self-assessment could mean that students simply check off answers on a multiple-choice test and grade themselves, but it involves much more than that. Self-assessment is more accurately defined as a process by which students a) monitor and evaluate the quality of their thinking and behavior when learning and b) identify strategies that improve their understanding and skills. That is, self-assessment occurs when students judge their own work to improve performance as they identify discrepancies between current and desired performance. This aspect of self assessment aligns closely with standards-based education, which provides clear targets and criteria that can facilitate student self-assessment. The pervasiveness of standards-based instruction provides an ideal context in which these clear-cut benchmarks for performance and criteria for evaluating student products, when internalized by students, provide the knowledge needed for self-

assessment. Finally, self-assessment identifies further learning targets and instructional strategies students can apply to improve achievement. Thus, self-assessment is conceptualized here as the combination of three components related in a cyclical, ongoing process: self-monitoring, self-evaluation, and identification and implementation of instructional correctives as needed. Essentially, students identify their learning and performance strategies, provide feedback to themselves based on well-understood standards and criteria, and determine the next steps or plans to enhance their performance.

Teachers should encourage self-evaluation because self-assessment makes the students active participants in their education (Sloan, 1996). There are a variety of ways for teachers to provide the students with self-assessments. Research suggests that the simplest tools to encourage student self-assessment are evaluative questions that force students to think about their work (Hart, 1999). Some examples of these questions include the following:

1. How much time and effort did you put into this?
2. What do you think your strengths and weaknesses were in this assignment?
3. How could you improve your assignment?
4. What are the most valuable things you learned from this assignment?

It is important for teachers to model self-assessment too. Teachers need to show their students that it is important for everybody to self-evaluate by doing their own self-evaluations. One thing teachers can do is to ask their students for feedback on how the class is going and what the teacher is doing well and not so well. In this way the teacher is showing that they want to make improvements where needed. Teachers could put up a suggestion box, and they can hand out evaluation forms at different times of the year. This shows the students that continuous improvement is important.

### **Assessment in the Pedagogy of Commerce-**

Commerce includes trade and aid to trade. Commerce is a wider term. Commerce activities are very important for economy. That's why the knowledge of commerce and studying commerce subjects are very important. Students of commerce learn different subject in commerce. During a study on 20 commerce faculty of 15 schools of senior secondary schools, Researcher found that the teachers used only mandatory projects, class test and group discussion to assess the students. But this is not sufficient for evaluate the students. And students are not being able to evaluate them self. So to increase the efficiency of the students teachers should motivate the students for self evaluation

### **Techniques to enhance student self-assessment**

#### **Reflection activities**

Teachers often use Performa to encourage students to reflect on their learning experience. While these are convenient and provide a record of student thinking, they can become an activity devoid of any real thinking. Oral reflection, whether as a whole class or group within the class, might sometimes be more useful. Alternatively, teachers could devote some time to questioning students about what they have recorded on their Performa and asking them for explanation.

- Student-led and three-way conferences
- Use of rubrics
- Use of graphic organizers
- Target setting
- Time management

#### **Student-led and three-way conferences**

Student-led conferences in which students present their learning to their teacher and parents are an opportunity for students to formally reflect on the learning that has taken place over a period of time. This reflection occurs as students prepare for the conference, as well as during the conference itself when they show and explain to their parents what they have learned.

Usually the evidence they produce is in the form of a portfolio, which students have prepared according to provided guidelines.

The student, with teacher guidance, is the one who selects the work.

The teacher makes sure the students understand the purpose of the portfolio - that is, that:

- It represents some but not all the work they have done in class over a period of time
- It demonstrates both strengths and weaknesses
- It will be used to help them reflect on what they have learned and what they still need to learn
- It will help them to state clear goals for future learning, based on the areas where they need to make more progress.

### Use of rubrics

Rubrics are a valuable tool for self-assessment. Because rubrics not only list the success criteria but also provide descriptions of levels of performance, students are able to use them to monitor and evaluate their progress during an assessment task or activity.

Teachers make certain that students have copies of the rubric prior to commencing the assessment activity and understand the terminology used in the rubric. If necessary, they provide students with models or exemplars to illustrate relevant aspects of the activity.

As they work to complete the activity, students monitor their work to ensure that it demonstrates the required skills, knowledge or understanding. They reflect on their progress and evaluate what they need to do if they wish to improve their performance.

### Use of graphic organisers

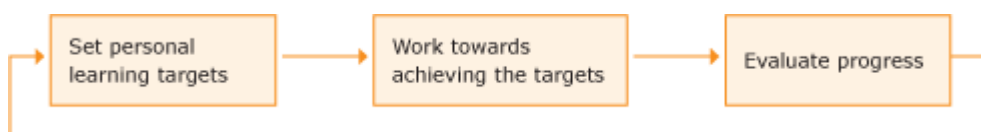
A graphic organiser organises facts, concepts, ideas or terms in a visual or diagrammatic way so that the relationship between the individual items is made clearer.

The value of graphic organisers in terms of student self-assessment lies in their ability to assist thinking and make it visible for both the student and the teacher. For example, empty spaces in graphic organisers reveal gaps in the student's knowledge or thinking. They indicate immediately what still needs to be discovered or learned. If graphic organisers are used in preparation for a written response, they can show where more information or further argument is necessary, and when students are asked to explain their use of the graphic organiser there is an opportunity for meta cognitive development because they must explain their thought processes.

### Setting learning targets

The setting of learning targets, or goal-setting, is an intrinsic part of the iterative nature of self-assessment. Student self-assessment begins with setting learning targets, proceeds through the production of work that aims to achieve those targets, to the assessment of the work to see if it does in fact meet the targets and then, finally, to the setting of new targets or revising ones that were not achieved.

Diagrammatically, the process looks like this:



Ideally, students will increasingly assume responsibility for the setting of their learning targets and also for the monitoring or tracking of those targets. In practice, of course, students' ability to do this will vary, and teacher assistance will be more important to some students than others. The provision of suitable 'tracking' sheets is an obvious way for teachers to assist all students.

As with other aspects of instruction, the use of modelling and explicit teaching is of relevance here. Teachers commonly use the SMART acronym as a way of guiding students in the design of a learning target. In this acronym:

S = Specific

M = Measurable

A = Achievable or Attainable

R = Relevant

T = Time-bound

The SMART method of setting learning targets:

### **Specific**

The learning target must be specific rather than general: 'I will include a topic sentence in each paragraph' rather than 'I will improve my paragraphing.'

### **Measurable**

It must be possible to know whether the learning target has been accomplished, so there needs to be some way of measuring this. 'I will learn my 7 times table', for instance, could be measured by 'Being able to recite to my teacher/parent/peer the table X times without making mistakes.'

### **Achievable**

The achievement of the learning target must be something the student is capable of attaining. Where the prospect of achievement seems daunting, the learning target can be broken down into a series of steps so that the student has the prospect of experiencing success. For example, instead of a learning target that states 'I will use correct spelling', it is better to concentrate on the use of individual spelling strategies so that, over time, the student builds up a repertoire of strategies designed to achieve the aim of improving his or her ability to spell correctly.

The setting of unachievable learning targets will inevitably lead to lack of motivation and low self-esteem.

### **Relevant**

The learning target needs to be significant and relevant to the student's present learning. If students are left to set learning targets without any guidance, at least initially there is a danger that such targets will be less relevant than if they are set in the context of understanding 'What I know or can do now/ what I still need to know or be able to do/ how I can go about making that improvement'.

### **Time-bound**

Students should specify when they aim to achieve the target. Time-bound learning targets are easier to evaluate and track than those which have no particular time period attached to their achievement.

### **Time management**


Students' ability to manage and organise their own time in order to complete set tasks is a crucial aspect of self-assessment. Schools recognise this when they institute a variety of structures to support students developing independence in this area; the student diary is one example.

In the case of extended projects, middle-year students can be assisted to manage their time if teachers 'chunk' the work into discrete sub-tasks. For instance, students who are researching information prior to making a class or group presentation can be advised that the task comprises the following sub-tasks, each of which will have a certain period of time allotted to it.

- Decide on research topic
- Draw up list of possible resources
- Assign group roles

- Conduct research
- Develop presentation
- Rehearse presentation
- Make presentation

A sample of student self assessment test is as below-

Name: _____ Date: _____	
<b>Student Self-Check</b>	
<b>Evaluation Marks</b> <b>M</b> = I do this most of the time or all of the time. <b>P</b> = I do this part of the time. <b>N</b> = I am not doing this yet and I need to work on doing this more.	
	
<b>Directions:</b> Read each statement below. Decide if this is true most of the time, part of the time, or never. Using the key above, choose a letter to write in the box. Be very honest!	
<b>ORGANIZATION</b>	
	My folders are organized. <ul style="list-style-type: none"> <li>• My folders do not have any misplaced papers.</li> <li>• I can easily locate papers I have put in my folders.</li> </ul>
	My desk is organized. <ul style="list-style-type: none"> <li>• Loose papers are not found in my desk.</li> <li>• I don't have any extra toys in my desk.</li> <li>• I can easily locate materials and pencils when asked.</li> </ul>
	My locker is clean and organized. <ul style="list-style-type: none"> <li>• Only essential items are kept in my locker (backpack, gym shoes, art shirt, lunchbox, etc.).</li> <li>• I never have trouble closing my locker because it is too full.</li> </ul>
	I take home papers and notes to my parents when they are given to me. I come prepared to class with all of my materials. <ul style="list-style-type: none"> <li>• I bring my books and pencils to class.</li> <li>• I never forget my homework.</li> </ul>
<b>SOCIAL</b>	
	I like to work together during group activities. I work well in a group. <ul style="list-style-type: none"> <li>• I can help a group finish the task.</li> <li>• I participate in group activities without being silly.</li> <li>• I am a problem solver.</li> </ul>
	I feel comfortable with the other students in the class. I demonstrate respect and understanding for others. <ul style="list-style-type: none"> <li>• I never talk about others or say anything to hurt them.</li> <li>• I never get upset when I'm not in a group with my friends.</li> </ul>
	I listen while others speak. I play well with others (recess, free time, lunch, etc.).

### Conclusion-

We believe that student self-assessment, defined as a dynamic process in which students self-monitor, self-evaluate, and identify correctives to learn, is a critical skill that enhances student motivation and achievement. In the current era of high-stakes accountability there is considerable pressure to focus only on student performance and to minimize the extent to which self-assessment is taught, experienced, and encouraged. Self-assessment represents a process that every teacher can emphasize. When students set goals that aid their improved understanding, and then identify criteria, self-evaluate their progress toward learning, reflect on their learning, and generate strategies for more learning, they will show improved performance with meaningful motivation. Self assessment can improved student self-efficacy and confidence to learn—as well as high scores on accountability tests.

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