

14th Annual
Hawker Brownlow
**Thinking &
Learning**
Conference

DR SUSAN BROOKHART

SATURDAY 20 MAY

**Student Self-Assessment
and Goal Setting
Session 1**

MELBOURNE



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Dr Susan M Brookhart is a consultant, author and speaker. Her interests include the role of formative and summative classroom assessment in student achievement and the connection between classroom and large-scale assessment.

A former primary and middle school teacher, Susan was a faculty member at Duquesne University from 1989 to 2003. She continues to serve as senior research associate at the Center for Advancing the Study of Teaching and Learning at Duquesne.



Susan has been a columnist for Phi Kappa Phi's *National Forum* journal and editor of *Educational Measurement: Issues and Practice*. She is author or coauthor of several books and over 50 articles on classroom assessment, teacher professional development and evaluation.

Susan holds a master's degree in religion from Lutheran Theological Seminary and a doctorate in educational research and evaluation from Ohio State University.

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STUDENT SELF-ASSESSMENT AND GOAL SETTING

Sue Brookhart

*Hawker Brownlow 14th Annual Thinking & Learning
Conferences, May 2017*

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



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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.



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	6 Points	4 Points	2 Points	0 Points
Title of poster		Title is evident on poster, correctly spelled and capitalized	Title is on poster, but with errors or it is hard to read	No title or heading
Order of life cycle stages		All the stages of the life cycle are in the correct order. Stages are correctly labeled.	One or more stages of the life cycle are in the wrong order.	Not included
Illustrations of life cycle stages	Illustrations of each stage are evident.	One or two illustrations of the life cycle stages are missing.	More than 2 illustrations of the life cycle stages are missing.	Not included
Description of life cycle stages	Stages are described with at least 2 details.	Stages are described with one detail. One or more stage is missing.	Stages are incomplete missing. Stages have one or zero supporting details.	Not included
Overall appearance of poster		Poster is very neat and organized. Title and all sentences have correct spelling, capitalization, and punctuation.	Poster is somewhat neat and organized. Some correct spelling, punctuation, and capitalization. Poster shows signs of little effort.	Poster is messy, many errors, not colored, or unfinished. Poster shows no signs of effort.

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	Advanced	Proficient	Nearing Proficient	Novice
Order of life cycle stages		All the stages of the life cycle are in the correct order and correctly labeled.	One or more stages of the life cycle are in the wrong order.	No order is specified, or order is incorrect.
Illustrations of life cycle stages	Each stage has an illustration that gives an especially clear or detailed view about what happens to the animal then.	Each stage has an illustration that helps show what happens to the animal then.	Some stage illustrations do not show what happens to the animal then.	Illustrations do not help show what happens to the animal during its life cycle.
Description of life cycle stages	Stages are described accurately. Descriptions are especially complete and detailed.	Stages are described accurately.	Stages are described with some inaccurate or incomplete information.	No stages are described, or stages are described inaccurately.

Revised version, Life Cycle Project rubric,
Used with a checklist for assignment requirements

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Checklist for assignment requirements

- Not used for grading – used formatively
- By students (self and/or peers)

My Poster Checklist

- My poster has a title.
- My poster is neat.
- My poster is well organized.
- My poster has correct spelling.
- My poster has correct capitalization.
- My poster has correct punctuation.

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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

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Student Self-Assessment

Research findings: Factors contributing to consistency in self-assessment

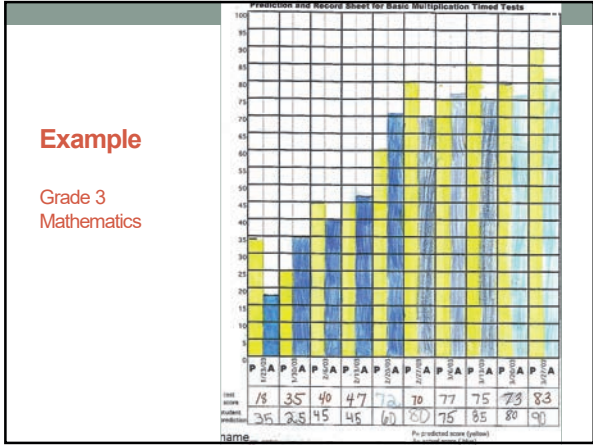
- Training and practice in self-assessment
- Opportunities to discuss criteria
- Nature of the task and criteria (simple, concrete tasks work best)
- Experience with the subject
- Age
- Ability

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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



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Name Courtney Date 1-24-03

GOAL-What do you want to learn?
I want to learn my 8's and 7's facts

LOCATION- Right now I can do 21 facts in five minutes.

PLAN-My goal is to get 30 100 facts on my next test. I need to improve in 8's 7's 2's 6's 5's

ACTION-When will you begin?
Starting 1/24/03, I will use these study strategies to improve: study flashcards, play multiplication games, study with parents, etc.
use flashcards

I will use these problem solving strategies to improve: _____

RESULTS- Did you follow through with your plan? What happened? Did you see improvements?

Name Courtney date 2-21-03

Plan for Learning Multiplication Facts

My last test score was 80 / 100

Reflection:
To learn my multiplication facts last week I: I forgot to practice

How well did this plan work for me?
terrible not well ok (pretty well) great

Why did or didn't my plan work?
It worked but if I practiced my score would go up more

Prediction:
I want to try to score 90 / 100 next week.


This week to help me improve I will use these strategies: practice flashcards every night before bed

This face shows how I feel about multiplication. (draw a face below)

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You Be the Student!

- The purpose of this activity is to give you several experiences of student self-assessment that you can use to reflect on the process.
- Follow Sue's instructions.




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How do goals help you in your own life?

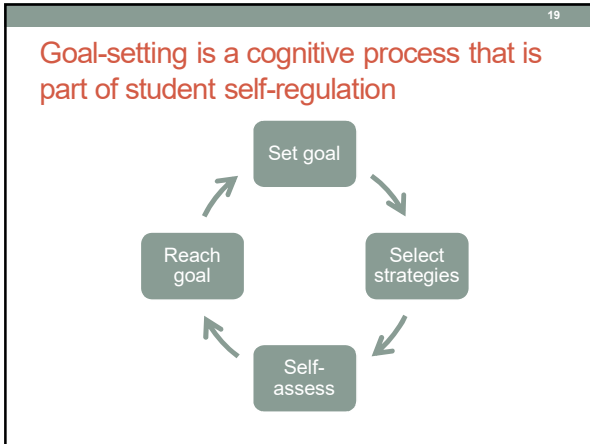


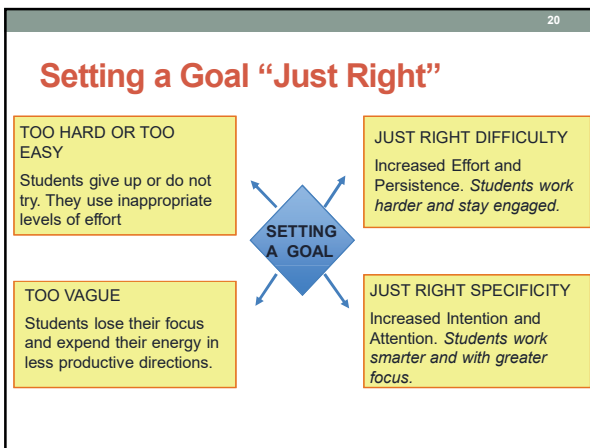
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Student Goal-Setting



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





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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.

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Student Goal-Setting

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.

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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

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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

1st time – watch, 2nd time - analyze


What was the student's goal?	How did having this goal help the student learn?
What did the teacher learn from the student's presentation?	How did having the goal help the student present evidence of her learning?

Counter-Example

High School Mathematics

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Peer Assessment



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

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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

• Literature reviews on peer assessment: Falchikov & Goldfinch, 2000; Panadero, in press; Topping, 1998, 2013; van Gennip, 2009; van Zundert, 2010

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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

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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

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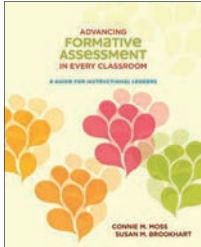
5th Grade Writing Example Work on One Assignment

View the video



What do you notice about this peer feedback episode?

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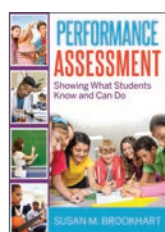


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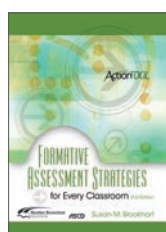
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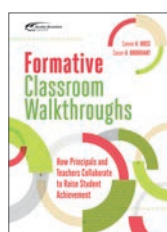
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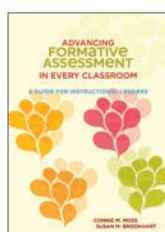
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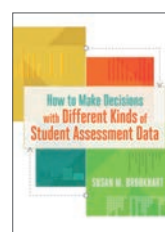
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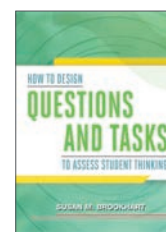
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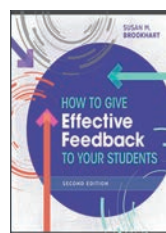
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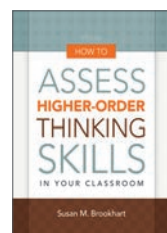
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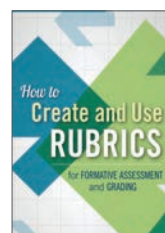
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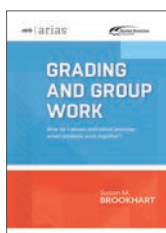
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