



# **Student Self Assessment and 21<sup>st</sup> Century Skills**

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# Workshop Outcomes

Today, we will answer the following:

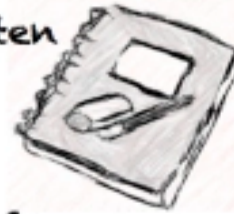
- Why is there an interest in Self Assessment?
- What is it?
- How do we help our students become better at Self Assessment?
- What kinds of tools can we use?





Critical thinking & problem-solving

Effective oral & written communication



Collaboration across networks

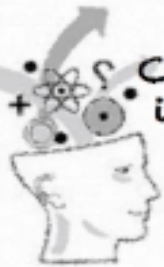


Initiative & entrepreneurialism



Agility & adaptability

Changes Ahead



Curiosity and imagination

Hope & Optimism



Skills & Attributes of Today's Learner



Resilience



Self-Regulation



Vision



Empathy & Global Stewardship

# Why Self Assessment?

Interest in Self Assessment has been driven by:

- Changing conceptions of teaching and learning
- Contemporary practice of students' active engagement in their own learning
- Graduate attributes of critical thinking, reflective learning, emotional intelligence and self monitoring (21<sup>st</sup> Century Skills)

# What is Self Assessment?

“Self Assessment is a process of formative assessment during which students reflect on and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals and criteria, identify strengths and weaknesses in their work, and revise accordingly.”

(Andrade and Du, 2007)

# Benefits of Self Assessment

- Builds on the natural tendency to monitor one's own learning
- Helps develop meta-cognitive skills that contribute to graduate attributes
- Further learning is only possible after recognising what has been learned
- If a learner identifies their own progress, this may motivate further learning
- Encourages self-reflection and critical reviewing skills
- Promotes learner responsibility and independence
- Encourages student ownership of learning and greater agency



# Challenges of Self Assessment

- Studies have shown that lower performing students tend to overestimate their achievements
- Students may resist self-assessment, perceiving that assessment and grading is the teacher's job
- Students may lack the confidence to assess themselves
- Conflicts may occur when the student's self assessment contradicts the teacher's assessment



# Implementing Self Assessment



# Stages in implementation

1. Provide a rationale – why are we doing this?
  - refer to graduate outcomes and 21<sup>st</sup> Century Learning
2. Provide explicit procedures – what is expected of me?
  - use explicit criteria, e.g. learning outcomes and a rubric
3. Reassure students – will my honesty be used against me?
4. Assure the students that all will do likewise – am I being singled out?
5. Give them practise in assessing themselves

**Softly softly – two stars and a wish!**



# Using a Self Assessment Template



ShivarWeb

[neas.org.au](http://neas.org.au)



## Other tools



# Final Comments

Students readily accept self assessment as part of their formative learning process. It satisfies their need for formal self reflection on their learning and gives them agency when they are planning their learning.

## References:

Boud, D (1995). Enhancing learning through self-assessment. London:Kogan Page

Andrade, H & Du, Y (2007). Student responses to criteria-referenced self-assessment. *Assessment and Evaluation in Higher Education*, 32 (2), 159-181

Kirby, N F & Downs, C T (2007). Self-assessment and the disadvantaged student; Potential for encouraging self-regulating learning? *Assessment and Evaluation in Higher Education*, 32(4), 475-494.





# Transformative Journeys in Education

NEAS MANAGEMENT CONFERENCE 6-8 MAY 2020  
DOLTONE HOUSE SYDNEY AUSTRALIA

AS A LEADER, TEACHER, PRACTITIONER, PROFESSIONAL OR STUDENT IN EDUCATION,  
WHAT TRANSFORMATIVE JOURNEYS HAVE YOU SEEN OR EXPERIENCED?

HOW CAN WE HARNESS THE POWER OF JOURNEYS IN CREATING AND MAINTAINING  
A SUSTAINABLE FUTURE IN EDUCATION?