

Self-Assessment and Goal Setting

Burnaby SD Elementary Cohort
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Session Essential Questions:

- What are the foundational attributes of student partnership through self-assessment and goal setting?
- How might we support an assessment partnership with our students (in developmentally appropriate ways)?
- Why do self-assessment and goal setting matter?

Resource Supports:

White, K. (2017). *Softening the Edges: Assessment Practices that Honor K-12 Teacher and Learners*. Bloomington, IN: Solution Tree Press.

White, K. (2019). *Unlocked: Assessment as the Key to Everyday Creativity in the Classroom*. Bloomington, IN: Solution Tree Press.

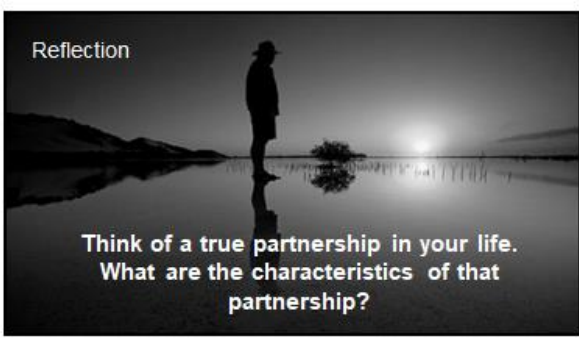
"We must constantly remind ourselves that the ultimate purpose of education is to have students become self-evaluating.

If students graduate from our schools still dependent on others to tell them when they are adequate, good, or excellent, then we have missed the whole point of what education is about."

—Hume, 2008, p. 254

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Reflection



Think of a true partnership in your life. What are the characteristics of that partnership?

First, What Assessment Partnership is Not

- Assign yourself a grade.
- Now that you are done with this project, tell me how you think you did.
- It is interview/conference/ year end time! Set a goal!
- I gave you the rubric. You should know what I expected.
- You just spent the day doing no work! What were you thinking?

Students who are partners in assessment:

Understand learning goals:

- Have language to describe their learning (learning goals and success criteria)
- Have a clear idea of quality and not-so-quality work (exemplars, samples, co-constructed criteria)
- Take risks and understand the importance of mistakes

Engage in feedback and revision:

- Offer descriptive feedback to others
- Take action on descriptive feedback (maintain control over decisions)
- Revisit, reflect on, and revise their work

Students who are partners in assessment:

Self-assess and set goals:

- Self-reflect on what assessment tells them about their learning (connect assessment to learning)
- Set short-term and long-term goals based on assessment information
- Make an action plan in partnership with teachers to achieve their goals and improve—shared decision-making
- Share their work and plans to improve

Understand themselves as learners:

- Share their thoughts on what helps them learn and what gets in the way of their learning
- Experience the ways in which the learning is relevant and challenging through assessments, instructional activities, and practice

—adapted from the work of Dimich-Vogje (2015) and White (2019)

Self-assessment

“The act of noticing and remembering events, consequences, and actions in relation to choices and measuring the degree to which the desired result was met.”

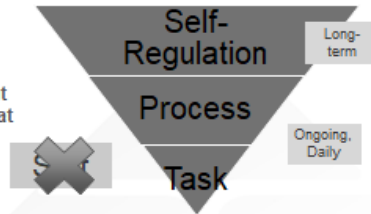
—White, 2017, p. 112



Decision-making and consequences

Quick Review: Hattie and Timperley (2007)

Partnership conversations (self-assessment and feedback) that focus on:



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Partnership through Two Kinds Conversation

- Daily, ongoing self-assessment conversations (short term, curricular competencies/ criteria)
- Reflection on Core Competencies and other long-term goals

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"There is persuasive evidence, across several grades and subjects, that self-assessment contributes to student learning and the effects grow larger with direct instruction on self-assessment procedure."

—Ross, 2006, p. 9

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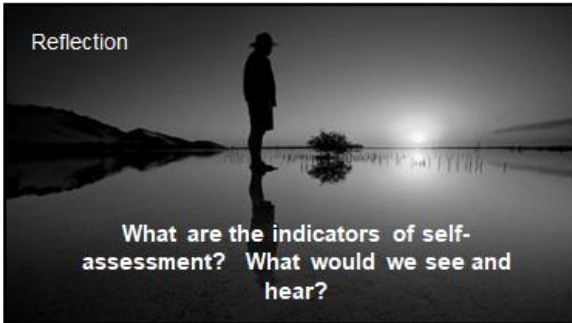
The Path to Self-Assessment



- Preparing
- Documenting
- Analyzing and Reflecting (Explicit teaching)
- Imagining Possibilities and Setting Goals
- Celebrating

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Reflection



What are the indicators of self-assessment? What would we see and hear?

Indicators of Self-Assessment: Sub-Skills

*What are the indicators of strong self-assessment?
What would we see and hear?*

Noticing	Remembering	Describing	
Relating	Comparing	Analyzing	Connecting
Predicting	Visualizing	Imagining	
Empathizing	Forgiving		
Decision making	Self-regulating		
Organizing	Revising	Revisiting	

On-Going Daily Self-Assessment Partnership

The 6 Ps of Self-Assessment

<ul style="list-style-type: none"> • Purpose • Punctuate • Prompt 	<ul style="list-style-type: none"> • Pause • (Avoid) Praise • Patterns
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Self-Assessment Analysis: Explicit Instruction

- Modeling with exemplars, samples, and criteria
- Examples and non-examples (compare and contrast)
- Expand on criteria with explicit evidence (This would look like...)
- Work alongside a partner
- Look at old and new samples of similar skills
- Work with prompts
- Set goals and co-construct decisions (transfer from one task to next)

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Selecting Actions: Future State	
Ask questions	Offer reactions and opinions
Use reference tools	Find and apply patterns
Make connections	Consider feedback
Prepare a plan for growth	Generate ideas
Visualize and imagine	Confer with others
Activate prior knowledge	Analyze details and examples
Engage in and use new words/terminology	Make predictions/ hypotheses/ estimations
Experiment	Revisit texts/ processes/ skills

Questions to ask students as they engage in research and development:

- What do I already know?
- Where do I need to grow my own knowledge or skills?
- What am I wondering?
- Where might I look for answers and ideas?
- How will I know when I have found the information I am looking for?
- What kinds of activities do professionals in this field do?
- How might I get better at this?
- What mentor texts might help me with this work?
- How might I collect or examine the ideas of others? How does this relate to their work?
- Are there any other materials I wish I had?
- How is this approach like others I have seen?
- Who might I turn to for guidance and support?

Figure 4.1: *Select and reflect—Questions to ask students as they engage in research and development.*

Visit go.SolutionTree.com/assessment for a free reproducible version of this figure.

Learning goals I am planning on addressing:			
My Goal	Materials and Resources	Prior Knowledge and Skills	Action Steps
I am going to try to . . . because . . .	I think I might need . . . to get started.	I already know . . . I can already do . . .	I am still wondering . . . To get started, I will need to . . .
Criteria for Success			
I will know I am experiencing success when . . .			
I will know I need to rethink my plan if . . .			

Long-Term Assessment Partnership

Self-Assessment of the Core Competencies
<p>How might I connect ongoing assessment/ self-assessment (curricular competencies) with self-assessment of the core competencies?</p>
<p>Which sub-skills matter most when reflecting longitudinally? How might I help students with the sub-skills when self-assessing the core competencies?</p>
<p>What role might portfolios (documentation) play?</p>

Reflecting on the Core Competencies Name _____

Competency focus:			
	Communication		Social Responsibility
	Critical Thinking		Positive and Personal Cultural Identity
	Creative Thinking		Personal Awareness and Responsibility
Skill(s) within the competency that I am focusing on right now:			
Reason for choosing this focus (goal):			
Evidence of my growth so far (decisions that are working well):			
Things I still need to work on and how I plan to do what needs to be done:			

COMMUNICATION		
Thinking while I read	Taking turns during a conversation	Relating where I live to what I am learning
Responding to what I read, hear or view	Making connections based on my own experiences	Asking questions that connect to what I am trying to learn
Connecting my own ideas to ideas of other people	Organizing my ideas so other understand	Using language that reflects being creative, being myself
Telling my stories to others	Listening to other people carefully	Sharing my feelings with others
Using words, phrases, and actions to share my ideas and skills	Using language that shows I understand the topic	Setting and keeping track of my communication goals
Relating where I live to what I am learning	Asking questions that connect to what I am trying to learn	Working in with others to see if I am making sense
Asking questions that connect to what I am trying to learn	Working in with others to see if I am making sense	Explaining to others when they are trying to understand
Working in with others to see if I am making sense	Explaining to others when they are trying to understand	Using language that reflects being creative, being myself
Explaining to others when they are trying to understand	Using language that reflects being creative, being myself	Using words, phrases, and actions to share my ideas and skills
Using words, phrases, and actions to share my ideas and skills	Using language that shows I understand the topic	Speaking clearly and with an appropriate tone
Speaking clearly and with an appropriate tone	Considering my audience and purpose	Showing patience and compassion with others and with myself

Ongoing self-assessment

E-PORTFOLIO LEARNING

Longitudinal Reflection

- Documentation
- Prompts for analysis and reflection
- Clear connections to ongoing self-assessment of curricular competencies
- A chance to celebrate strength and growth
- Clarity about spiralling complexity

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Transactional (public) assessment partnership

vs.

Transformational (private) self-assessment

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Try This

- Plan moments in your day when students will reflect
- Focus reflections on strengths first
- Ensure goals include both what needs attention and how students might make decisions (strategies) that get them closer to strength
- Document learning-in-progress as well as products
- Experiment with photographs, video and audio capture
- Allow moments of private reflection
- Explicitly teach how to self-assess (including sub-skills)
