IMPLEMENTING SELF-ASSESSMENT: A STRATEGY TOWARDS STUDENT SUCCESS

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CERTIFICATION OF APPROVAL

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STUDENT SUCCESS

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DEDICATION

I would like to dedicate this to my family, students, and Dr. Neufeld. My grandfather, Jack Koski, for inspiring me to become an educator. My husband, Victor Aguilera, for loving me through some of the difficult times of this process and showing so much grace. My mother and father, Kelli and Tom Jepson, for making sure I was safe, loved, and secured. To my sister, Lauren Smith, for making sure I was always alright. To my dog, Teddy, for helping me write in the late night hours. Thank you to my students for constantly cheering me on, even though they think I am writing a story book. Dr. Neufeld, I would not be able to write this without you, your constant encouragement was much needed. Thank you to everyone who supported me becoming my best self.
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ABSTRACT

Students are considered one of the main stakeholders in the assessment process within the learning environment. However, due to traditional assessments students may lack input or feedback from peers or teachers on a given standard. Self-assessment provides students the opportunity to be an invested stakeholder in the testing process and receive feedback more often. This project provides an opportunity for educators to implement a variety of interventions and strategies to support students with self-assessment and self-regulated behaviors. Through the engagement of self-assessment strategies and interventions it could lead to a self-regulated learner in the educational environment. Students who are using self-regulated skills could lead to an actively student.
CHAPTER I
INTRODUCTION TO THE PROJECT

Self-assessment is increasingly becoming a teaching strategy for learning that is deemed to be self-regulated (Yan et al., 2020). However, self-assessment learning strategy is argued to have limitations for a younger aged student due to limitations in their cognitive development (Keane & Griffin, 2018). Due to this limitation of cognitive development, it limits self-assessment strategies to be incorporated into the elementary classroom environment. There are a number of reasons that self-assessment strategies are not included in a teacher’s repertoire including lack of professional development, district support, and classroom curriculum that does not itself lend to the idea. Even though there are limitations with self-assessment with younger students, research has suggested that strategies that are paired with metacognition can begin as early as kindergarten (Bruand & DeLuca, 2018; Keane & Griffin, 2018).

Statement of the Problem

Teachers are often not aware of the abilities of elementary students regarding self-assessment (Thawabeih, 2017). According to a study, self-assessment is not a popular educational strategy because students have a sense that the responsibility of assessment is with the teacher (Thawabeih, 2017). Also, teachers are not ready to give the responsibility of assessment to students, and often students have not received learning opportunities for self-assessment (Lee, 2011). The goal of any type of
assessment is to gather and analyze data and to provide the information to the invested stakeholders (Allam, 2007). Self-assessment use can increase the motivation of students and lead to increased academic performance and critical analysis of their work (Sharma, et al., 2016). However, the majority of teachers and academic institutions have tended towards traditional teacher-led assessments.

This is a major concern since students should be a major stakeholder in the assessment process. Alternatively, students are subjected to receiving an assessment that their performance is determined through a teacher’s lens. Oftentimes there is a little to no interaction between teacher and student post assessment to discuss performance or improvement throughout the given standard between formative and summative testing (Ozan & Kincal, 2018). Discussions between teachers and students are missing a valuable component to the assessment process.

Teachers are often uncertain of the ability of students to assess their own performance or work towards a given standard (Thawabeih, 2017). In a study, students were able to assess their own performance accurately compared to the educators (Karnilowicz, 2012). With educators not implementing student self-assessment or metacognitive strategies into the classroom, development will be likely inhibited throughout elementary age ranges.

**Significance of the Problem**

Students without the strategies that self-assessment brings could potentially lack metacognitive and self-regulation skills. In a study it was found that assessments
paired with a grading system encourage an educational environment where minimal effort is put forth to achieve the lowest passing grade (Munzur, 2014).

Impacts of assessment can have indirect and direct effects on a learner. An indirect effect of assessment can lead to a student not being as invested in the learning process or curriculum. While a direct impact of assessment can include student test anxiety and low self-esteem of themselves as learners (Harlen et al., 2002). Minimal effort that is put forth by students can possibly lend themselves to a learning process that is not fully invested into with a negative viewing.

Within recent years assessment has been adapted to fit into real-world contexts often within classroom environments. Assessments involve multiple evaluative points that can assess the learner’s knowledge. However, often a one-size all fit approach has been maintained with assessments (Cascellar & Costigan, 2006). Since assessments are not typically accommodating to learning styles investment strategies need to be created for students to become invested in the process.

Current research suggests the negative effects from summative assessments, but is supporting intervening strategies to support student motivation and investment with assessment (Harlen et al., 2002). According to Harlen et al., (2002), “learners who are ‘motivated from within’ recognise their own role in learning and so take responsibility for it” (p. 12).

**Description of the Project**

The question that is framing this project: What research based student self-assessment practices support diverse groups of 4th grade students? The intention of
this project is to provide teachers with resources to develop student self-assessment strategies for a range of elementary grades, but focusing more on upper elementary. Other than the focus of the teacher, students will also be a primary intention. Students will be taught self-assessment strategies through the use of the teacher incorporating these practices into the classroom.

**Definitions of Terms**

*Formative Assessment:* An assessment given by a teacher to students throughout the course of instruction. The results of the assessment will help the teacher determine how to alter or support students with future learning. A formative assessment can include quizzes, observations, homework, and exit tickets. Feedback can be given to the student from the teacher with their formative assessment results.

*Metacognition:* The learning strategy is a learning strategy which supports an individual to think about their own learning or thinking.

*Self-Assessment:* An assessment that is led by the student stakeholder and supported by the teacher. The self-assessment is an evaluation of the individual student within means of a certain standard or objective.

*Self-Regulated Learner:* A student who is using metacognitive and self-assessment strategies actively within their learning without intervention from an outside source like a teacher.

*Summative Assessment:* An assessment given by a teacher to students at the end of instruction to review the performance of a certain standard or concept. The results of the assessment will determine what the student understood of the learning
objectives. A summative assessment can include state assessments, district benchmarks, and end of unit assessments.

**Summary**

Students can become an active stakeholder throughout the process of assessment in the educational environment. The shift of assessment should be transferred from teacher to student. Research is proving that students can become active participants in the assessment process. Turning traditional assessment for students to become competent at self-assessment. The result of self-assessment can be paired with metacognitive strategies to increase the benefits for diverse learners.

The outcome of the project is the creation of a four-day professional development training with information and support available to teachers and education specialists to support primary aged children to be able to use self-assessment strategies. The intention of the four-day professional development training is to increase the use of self-assessment strategies to be incorporated into an elementary leveled classroom.

Chapter II reviews the research that is currently available regarding the student self-assessment ranging from elementary aged students to secondary school students. Chapter III describes the project *Research Based Student Self-Assessment Practices Supporting Diverse Groups*. Chapter IV discusses the four-day professional development training that will be utilized by classroom teachers and educational specialists to support elementary age students to become self-assessed learners. The
final chapter offers further recommendations and suggestions for research and expansions on the utilization of the professional development training.
CHAPTER II
LITERATURE REVIEW

Self-assessment techniques and strategies are utilized within a classroom environment guided by a teacher to reinforce metacognitive and self-regulation behaviors in a student. These taught behaviors and paired teaching techniques allow students to be actively involved in their educational experience. However, a number of factors are part of the implementation of self-assessment strategies in creating metacognitive learners. This literature review will first define and introduce the different types of self-assessment. The review will then focus the shift on self-assessment in different types of curriculum. Finally, outcomes of self-assessment within different academic abilities, gender and socio-economic backgrounds, and the paired benefits will be presented.

Self-Assessment Types and Implementation

A review of literature on self-assessment focused on the types that promote self-regulated learners within an educational environment. Throughout the literature review, self-assessment has been defined in different ways, but an overarching theme has been noted. Within scholarship, three different categories of self-assessment is a common theme. These types of self-assessment implementations can be broken up into three different categories, which include quantitative, qualitative, and metacognitive. However, a larger portion of research has been devoted to
metacognitive self-assessment. The last portion of research focuses on the implementation of self-assessment through techniques by teachers and students.

**Defining Self-Assessment**

Throughout scholarship, self-assessment has been defined in a number of ways ranging from type to use in the educational environment. However, within the literature the purpose of self-assessment has been defined for a purposeful tool within a classroom context. Self-assessment has major gaps within the literature like assessment variations (Nieminen & Tuohilampi, 2020). A limited amount of research has been conducted on summative self-assessment. However, according to Nieminen and Tuohilampi (2020), formative self-assessment can support summative self-assessment strategies. Self-assessment is becoming an increased strategy with learning that is self-regulated (Yan et al., 2020). Self-assessment can be through formative terms where students use reflection on their quality of work that is produced (Andrade et al., 2010). Andrade et al. (2010) expands on formative self-assessment; it allows students to not grade themselves, but reflect on the learning criteria that is stated and revised to those standards as needed.

More than just formative self-assessment is involved with the creation of the definition. Student self-assessment allows students to involve their own thinking into the assessment process; it includes their own work and learning process (Tileston et al., 2004). Tileston et al. (2004) states “Students should be given opportunities to monitor their own work and to evaluate their performance tasks especially in regard
to following a plan, being able to make adjustments as needed throughout the project, and on the quality of their work” (p. 60).

Self-assessment can take multiple forms when effectively applied within the classroom. The form of assessment can take form in a variety of options to best support teacher and student (Vagle et al., 2018). These forms include quantitative, qualitative, and metacognitive forms of self-assessment. Vagle et al. (2018) adds that teachers can combine multiple strategies listed above to create a meaningful self-assessment for both students and teacher. Throughout academic literature, self-assessment has been defined in a number ways where strategies can be implemented within a classroom environment.

**Metacognitive Self-Assessment**

Metacognitive strategies can lend itself to student self-assessment. With this form of self-assessment, students can reflect on the learning process (Vagle et al., 2018). According to Vagle, teachers can lead students down a path of self-assessment through self-reflective questions. Studies are suggesting that self-assessment strategies paired to metacognitive thinking can begin as early as kindergarten (Bruand & DeLuca, 2018). The goal of metacognitive self-assessment is to lead to self-regulated learning.

**Self-Regulated Student and Self-Assessment**

The goal of self-assessment is to become self-regulated. The use of self-regulations is considered to be a metacognitive strategy (Usher & Pajares, 2008). Students who engage in self-regulation are often deemed as a successful learner. A
self-regulated student engages in behaviors like organization, setting goals, seeking support from teacher or peers as needed, and time management strategies (Zimmerman & Bandura, 1994).

Oftentimes, students’ use of these strategies need to be taught and engaged with to encourage self-regulated behavior. Research supports that self-regulated behavior can be taught and modeled to lead to student achievement and success (Schunk & Zimmerman, 1998). For this behavior to become the norm, it is essential that students receive continuous feedback from an outside source like a teacher (Zimmerman, 1990). Self-regulated behavior is usually not achieved through students’ own merit, but through seeking outside resources for support (Zimmerman, 2002). With practice of self-regulated skills it is possible that students can engage in these behaviors independently. However, students who may lack confidence in their abilities of self-regulation could quickly give up in the area (Usher & Pajares, 2008).

Self-regulation encourages students to engage in self-assessment, and allows the learner to become autonomous in their learning environment (Panadero & Romero, 2014). Self-assessment increases the likelihood of self-regulated behaviors to take place from the learner (Lan, 1998). When self-regulation and self-assessment are paired with another it encourages a learner to become more engaged and judge their own work (Panadero & Romero, 2014).

**Quantitative and Qualitative Self-Assessment**

Two forms of self-assessment are popular which include quantitative and qualitative. Self-assessment can take multiple forms when effectively applied within
the classroom. The form of assessment can take form in a variety of options to best support teacher and student. Qualitative self-assessment is the most common form. Students use success criteria to describe their development within a specific standard (Vagle et al., 2018). Vagle describes that this form of self-assessment is a formative assessment in which students see how improvement is made with the quality of their work. Quantitative self-assessment is supporting students to make an overall judgment of their quality of work through success criteria that is presented (Vagle et al., 2018). However, there is limited research of quantitative self-assessment (Sullivan & Hall, 1997). Teachers can introduce quantitative and qualitative self-assessment to students for different learning experiences.

Qualitative and quantitative self-assessment differ in test type structure and way of engagement. For example with qualitative self-assessment, a student will receive feedback and give their opinion on performance for a certain subject matter. During quantitative self-assessment a student will often take the position of a teacher and use a rubric to grade themselves on an item like a report card.

**Teacher and Student Implementation**

For self-assessment to be successful it needs to be directed by a teacher paired with techniques for implementation. According to Tileston et al., (2004) “Student self-assessment is the most underused form of classroom assessment” (p. 44). For self-assessment to be implemented strategies need to be defined to create student success. According to Vagle et al. (2018)
The desire to have students invest in their own learning is ubiquitous, but creating the conditions and providing consistent opportunities for students to be fully invested from the start may meet with varying levels of success. Instructional maneuvers within the context of ongoing instruction provide rich opportunities to help students develop confidence and the ability to self-assess. (p.100)

For self-assessment to be successful, classroom conditions need to be established for a sense of shared responsibility (Vagle et al., 2018). Along with student self-assessment strategies, it was noted that instruction plays a valuable role with self-understanding (Elder, 2010). Creating the success of student self-assessment is made of six conditions that create a bridge of where the students currently are onto where they need to be. These conditions allow the transfer of responsibility from teacher to student (Vagle et al., 2018).

The first condition is called clear learning intentions. Clear learning intentions are for students and teachers to understand the educational experience. Learning intentions is a statement of what a student is supposed to learn about in a lesson (Fisher et al., 2017). For learning intentions to be inviting and engaging it is essential that it is worded positively and to the needs of the students along with the promotion of a growth mindset (Fisher et al., 2017). Hattie (2009) promotes learning intentions as “the sense that all (teachers and students) are working toward positive learning gains” (p. 103). Self-assessment can begin when the learning experience is clarified (Vagle et al., 2018).
The second condition is clear success criteria. Clear success criteria is from the pre-learning experience where students demonstrate a proficient understanding of the learning process (Vagle et al., 2018). Learning intentions and success criteria are both needed to make a change in a learning environment, both have been proven to increase students’ internal motivation (Fisher et al., 2017). Success criteria are strategies for the student to be active participants on what is being learned and strategies on assessing themselves along the way (Fisher et al., 2017). The success criteria will let the student know what the student will learn and how a student can show the learning.

The third condition is for a clear interpretation of criteria. Students must be able to interpret the success criteria. Overall, educators will start with the learning intention and break that down into success criteria. For the interpretation of that success criteria to promote student success it must be broken down into three questions. “What am I learning? Why am I learning this? How will I know that I have learned it?” (Almarode et al., 2020, p. 34). Teachers can implement practice of a certain standard within the learning environment and see examples for students to meet the target (Vagle et al., 2018).

The fourth condition is creating a culture of wrong. Self and peer assessment are known to be a vulnerable experience for all students (Vagle et al., 2018). As a classroom community, a culture needs to be created where being wrong will still provide a sense of safety. A safe and supportive classroom culture that is facilitated by the teacher supports resiliency in students (DiTullio, 2014). According to Tu
“learning best occurs in a positive classroom culture that cares for students' emotions, agency, autonomy, well-being, active participation, and many other learner-psychology factors” (p. 1). Teachers need to become the leader of an environment where safety is the cornerstone.

The fifth condition is the creation of a classroom norm of working together. Working together promotes students in advancing in their education (Vagle et al., 2018). Students working together will allow peer and self-assessment to happen more frequently. When students are collaborating with one another in a group they will likely lean on one another while the teacher is facilitating. Through student collaboration and working with one another, they are able to seek out feedback from other peers along with advice on how to complete a task (Forslund Frykedal & Hammar Chiriac, 2018). Therefore if these instructional strategies do not take practice, self or peer-assessment will not be as effective.

The sixth condition is for students to have some proficiency. Students need to have some understanding of what is being learned to understand the feedback that they are creating or receiving (Vagle et al., 2018). For students to access a new concept, usually background knowledge is activated by a teacher to students to create a deeper connection to new learning content. Many methods exist to activate students’ background knowledge like the use of a video or experience based conversations (Fisher et al., 2012). Self and peer assessment need to come in the learning process where some knowledge has been accumulated by all students.
**Self-Assessment Techniques**

Varying techniques have been used and created to encourage students to participate in self-assessment practices. These techniques include, but are not limited to, teacher knowledge, feedback from peers or teacher, rubrics, and the use of master examples. Self-assessment techniques will be facilitated and modeled by a teacher to encourage student engagement. Teachers do not have to implement self-assessment techniques to every learning intention and lesson. However, it is important to encourage students to use self-assessment strategies for the opportunity to have self-regulated learners.

When creating self-assessment strategies in an educational setting it essential that educators are engaging in learning intentions and success criteria within a given standard along with reviewing educational standards set by the state. Before an educator can create a lesson plan, learning intentions and success criteria should be engaged with. A learning intention should first be created then success criteria will follow to support how to assess student understanding (Grafwallner, 2019).

Rubrics have been commonly used in the educational setting for multiple reasons. However, in the area of self-assessment, rubrics are used by students and modeled by teachers to encourage reflection. For rubrics to be effectively used with self-assessment it is crucial that they are simplified and clearly explained before student use (Deehan, 2016). The simplification of a rubric is meaning that it should be in terms that a student should understand and apply to content matter. Once a rubric is
created a teacher should model how to engage with the tool in a certain subject matter (Fisher et al., 2017).

Feedback from peers and teachers is usually encouraged in a classroom setting. To encourage feedback from multiple sources, collaboration techniques should be implemented into the classroom (Fletcher, 2019). When working with a given standard, learning intention, or success criteria opportunities for collaboration should be encouraged. Collaboration on a content standard incites feedback from teachers and peers (Fletcher, 2019). With feedback, peer critiques are often used to encourage student self-assessment. The purpose of critiquing is for a student to become better with a given content area (Minero, 2016). Along with students engaging with one another, teachers should constantly provide feedback to their students to be made aware of the progress they are making in their learning.

For students to begin self-assessing their own work, teachers should set a standard and provide examples of what the benchmark should look like. The collection of examples can be curated from a teacher’s own work, previous students, or from outside sources (Minero, 2016). An example for self-assessment purposes could look like an essay previously written by a student to show current peers what the goal should be.

**Self-Assessment in Curriculum**

The techniques to create self-regulated learners can be applied to a number of school leveled ages and ranges of content. Different strategies for each content and grade level can be applied to allow students to practice the skill of assessment.
Research has shown that self-assessment can be meaningful at different intensities within different contexts. However, the goal of self-assessment in each piece of literature was for students to become more interactive with their educational experience. Self-assessment can be paired with teaching techniques in mathematics along with writing and English. Along with content, self-assessment can range in academic levels from elementary to college age students.

**Self-Assessment and Mathematics**

Self-assessment with paired strategies can take place in a number of contexts and curriculum types. One way to have students engage with self-assessment is through the pairing of mathematics. Previous research has argued that students overestimate their abilities when it comes to mathematics (Chen, 2006). For self-assessment with mathematics, teachers can often encourage students to use multiple strategies to memorize multiplication facts which include flash-cards, timed tests, math drills, games, worksheets, and songs, paired with students implementing strategies they can engage with self-assessment through a prediction and reflection exercise (Brookhart et al., 2004). Brookhart et al. notes that the reflection exercise allows students to reflect on their learning strategies along with noting their progress. With these strategies, over time students became more accurate with their scoring and finding a learning strategy that worked for them (Brookhart et al., 2004). Self-assessment practices with mathematics helps to bring students’ awareness to different learning processes that best suit them.
**Self-Assessment and English Language Arts**

Strategies along with teacher advice can lead students to use self-assessment techniques within the realm of English language arts. One of these areas of self-assessment and English language arts includes writing. The self-assessment strategy contributed to positive feelings about writing along with learning desire and positive classroom culture (Tavsanli & Kara, 2021). To create success criteria in writing, an approach is writing like reading a model paper, creating criteria for a rubric, and using a rubric to self-assess will lend itself to higher test scores (Andrade et al., 2010). Research has noted that middle school students using these strategies positively enhanced their writing (Andrade et al., 2010).

From writing self-assessment has been paired with more techniques to improve students’ skills. Paired with feedback from self-assessment another form of writing included peer-assessment (Tavsanli & Kara, 2021). Tavsanli and Kara addressed, for student self-assessment, it was noted that students were able to recognize mistakes along with writing with more precision.

Other than writing, a focus of English language arts has been literacy. Research has found that students who are primary age and have low literacy development have a difficult time with self-assessment in regards to literacy (Keane & Griffin, 2018). However, from Keane and Griffin’s (2018) research comparing students who have higher levels of literacy development made self-assessments that were more accurate compared to students with lower levels of literacy development.
Positive associations between English language arts content areas are created with self-assessment strategy implementation in the classroom. Self-assessment tools allowed for positive attitudes to be created based on students’ opinion paired with English language arts content (Tavsanli & Kara, 2021). Tavsanli and Kara (2021) have summarized that self and peer assessment strategies created a sense of community with becoming better in spelling and punctuation. For self-assessment it can be used within a number of curriculum platforms for English language arts.

**Self-Assessment and Middle and High School Levels**

Self-assessment has been researched amongst different grade levels. Findings have suggested that older students seem to have higher success with self-assessment. The other findings included that students who ranged from the ages of 15 to 16 had a higher level of correctness when it came to self-assessment compared to students ranging from 7 to 12 years of age (Keane & Griffin, 2018). These age levels are currently studied more due to their cognitive developments. Research has concluded that older students create a higher amount of student self-assessment strategies using a variety of strategies (Elder, 2010). However, students who participate longer with self-assessment strategies tend to become more accurate as time goes on (Carroll, 2020). Even though self-assessment strategies are typically studied within the older age ranges, it is important that these practices continue to happen for self-regulated learners.
Self-Assessment and Elementary Level

Limited research has been completed between self-assessment and elementary age level. However, links between self-assessment and metacognition have been completed for elementary age students. Studies have suggested that self-assessment and metacognitive thinking can be introduced as early as kindergarten (Bruand & DeLuca, 2018). Self-assessment within the elementary age range can introduce students to different strategies within the metacognitive realm.

Self-Assessment in Action

Self-assessment practices can have different levels of impact amongst communities, abilities, and backgrounds. Research has shown amongst these levels of impact benefits can range across the board. One factor is self-assessment paired with academic ability and organization. One example may include self-assessment practices paired with a student labeled as a low-achieving student. Research has also noted that self-assessment practices within the classroom environment can influence gender and socio-economic backgrounds at ranging levels. Finally, throughout scholarship, benefits of self-assessment can propose that the strategies can lead to self-regulated learners.

Self-Assessment and Academic Abilities

Self-assessment and leveled academic abilities have been researched with pieces of scholarship to search for the relationships. Students who are within low or high academic performance have been on the forefront of research. For example, students who are labeled high achieving students grade themselves more accurately
compared to their low-achieving peers (Sung et al., 2009). Furthermore, students with higher levels of literacy development made self-assessments that were more accurate compared to students with lower levels of literacy development (Keane & Griffin, 2018). However students, who are labeled low achieving, grade themselves higher while with peer assessments grade their fellow students lower (Sung et al., 2009). Students who believe in themselves scored higher with mathematical performance (Chen, 2006).

Possible effects from the labeling of high or low level students can contribute to the accuracy or inaccuracy of self-assessment with students. Research has also suggested that group work created a sense of competitiveness with low achieving students compared to individual assignments when it came to student self-assessment (Sung et al., 2009). It was found that previous achievement in mathematics from students did not affect their self-assessment abilities; however, it did affect the teacher’s judgment, which affected student performance (Chen, 2006). A number of factors from teacher perception to academic achievement level can affect self-assessment and student success.

**Self-Assessment and Gender & Socio-Cultural Background**

From scholarship based on self-assessment, relationships between gender along with socio-cultural backgrounds have been connected. Within research it has been noticed that self-assessment and gender relationship was seen that females have better practices with self-assessment compared to males (Yan, 2018). Even if the ratings were lower, females tended to be more accurate with the self-assessment
strategy (Carroll, 2020). Furthermore, findings also suggest that females seek out more feedback compared to male students (Yan, 2018). The research has suggested that teachers should implement self-assessment strategies specifically for male students when instruction is designed (Yan, 2018). The research finds that in a socio-cultural view that self-assessment lends to control of student-led learning (Nieminen & Tuohilampi, 2020). Nieminen and Tuohilampi (2020) argue assessment can lead to self-assessment strategies, which contributes to agency. Self-assessment can be used as a strategy within an educational environment, however, can affect different populations in different ways.

**Self-Assessment Benefits**

Through the introduction of self-assessment practices into the classroom many of the benefits have been researched. Self-assessment can lend itself to involving students into becoming more confident and proficient in their learning where they can respond and understand their level of engagement within their education (Vagle et al., 2018). Leading of standards using self-assessment techniques can lead to fluency of multiplication facts (Brookhart et al., 2004). Self-assessment and peer assessment can lead to a classroom culture where students and their peers are responding to themselves and others (Vagle et al., 2018). Self-assessment leads to students becoming teachers of themselves and others. The use of self-assessment tools allow for positive attitudes to be created based on students’ opinion (Tavanli & Kara, 2021). Self-assessment can lead to potential benefits within an educational
environment having students become self-regulated learners and invested in their learning.

Summary

The research that has been studied within the literature review can suggest that self-assessment techniques and strategies that are implemented can lead to creating self-regulated and metacognitive students. The scholarship paired with research has created definitions of self-assessment along with strategies to pair with implementation. Next, a portion of the research on self-assessment has been researched in multiple contexts like different types of curriculum along with grade levels. Finally, scholarship has researched the level of impact between gender, socio-economic background, abilities, along with the paired benefits.
CHAPTER III

DESCRIPTION OF THE PROJECT

Introduction

The intention of this project is to provide teachers with resources to develop student self-assessment strategies for a range of elementary grades, but focusing more on upper elementary. Other than the focus of the teacher, students will also be a primary intention. The resources from the professional development training that are shared to upper elementary will be spread out over four sessions with two to four weeks between each. Materials will be utilized by classroom teachers and educational specialists to support elementary age students to become self-assessed learners. Students will be taught self-assessment strategies through the use of the teacher incorporating these practices into the classroom.

Target Audience

The target audience for this project is upper elementary school teachers. The desired impact of this project is to educate general education teachers on the positive impact of self-assessment that will support students to become self-regulated learners. The professional learning development will provide teachers with information on student self-assessment, the strategies that will support their students to become self-regulated learners, and opportunities for the teacher to use a learning standard to create a meaningful self-assessment impact on a student.
Description of the Project

The project will be arranged into four days: an overview, interventions and strategies, collaboration for application to the classroom, and sharing out of classroom application along with questions. The first day will provide an introduction to the professional development training along with the benefits of the self-assessment within a classroom environment. The second day will describe the implementation of interventions and strategies of student self-assessment in the classroom, that will be eventually encouraged by the teacher. The third day will provide the opportunity for collaboration for putting the information into practice based on the teachings of professional development. The fourth day will allow time for teachers to enact student self-assessment into the classroom and reflect on the practices, if educators have any additional questions this would be the session to do so.

Day one of the professional development is the most complex of the project and will be scheduled for four hours. This section will be broken down into seven components: self-assessment overview, learning intentions, success criteria, interpretation of criteria, safe learning environment, student collaboration, learning proficiency, and self-assessment in different subject matter areas. Each of these sections will include a description and ways to implement into the classroom environment. Two weeks after day one, session two will take place.
Day two of the professional learning provides examples of implementation of interventions and strategies of student self-assessment into the classroom environment and will approximately take two hours. This section will be broken down into varying components: teacher knowledge, feedback from peers or teacher, rubrics, the use of master examples, along with how self-assessment could be presented into a variety of different subject matter areas. Each of these sections will include a description and ways to implement into the classroom environment. Two weeks after day two, session three will take place.

Day three of the professional learning development will provide opportunities for self-assessment application and collaboration with colleagues and will be scheduled four hours to complete. This day will be separated into two sections. The first section will include how to break down a grade level standard or goal into student self-assessment opportunities. This section will include a heavy description and ways to implement into the classroom. The second section will allow for educators to collaborate with one another and the facilitator of the professional development training to create a self-assessment opportunity for students in the classroom. Four weeks after the completion of day three, session four will take place.

The fourth and final day will allow for the educators who attended all the previous training opportunities for sharing and questioning. The first part will allow educators to demonstrate how they applied student self-assessment into the classroom. Included into this first section educators will be able to receive feedback
from colleagues and the presenter. The second section will allow for the attendees of the training to ask any further questions on student self-assessment to the presenter.

**Conclusion**

The following chapter will describe the implementation process of professional development. The professional development will also include strategies and interventions for teachers to implement and encourage student self-assessment that can be applied in different learning contexts and areas.
CHAPTER IV
IMPLEMENTATION

Introduction

The professional development, located in the appendix, was created to benefit upper elementary students to become self regulated learners within education settings. Teachers and educational professionals can apply the interventions described in the professional development into the classrooms to promote students to become self-regulated learners. After attending the professional development, education professionals will be introduced to an overview of self-assessment, the components of self-assessment, interventions, and strategies, and the application into the classroom environment. During the professional development, the individual leading the training will be able to provide answers to questions from the educational professionals.

Delivering the Professional Development

This professional development was created for educators to apply self-assessment interventions and strategies for upper elementary students in a classroom setting. The professional development is meant for an audience to receive an overview of self-assessment, the strategies for implementation, and opportunities for collaboration with other professionals on ways to implement self-assessment into the classroom. The professional development is created to aid an upper elementary education teacher to determine which strategies would be appropriate for their students to become self-regulated learners. The professional development is designed
to be used with all components. However, professional development can be used in some components to support an educator with self-assessment strategies.

The professional will be scheduled over four days. Each day of the professional development training will be no more than four hours. Sessions one through three will be spread out every two weeks, while the final session will be four weeks after the third session. The sessions will be spread out to allow the attendees time to process the information, practice the introduced strategies into the classroom, and come to the professional development with any questions they may have from previous sessions.

The professional development was targeted towards educators, but other stakeholders could benefit from attending. Teachers can use this professional development to educate themselves on interventions to support students with self-assessment. Administrators along with Education Coaches can also attend this professional development to obtain a greater understanding of interventions that are being used in a classroom setting.

**Conclusion**

The professional development was originally created for the upper elementary education; however, it can be used for a variety of purposes. Chapter V will provide further information on ways this professional development will be beneficial with different stakeholders in an upper elementary school setting and close this document.
CHAPTER V
CONCLUSION

Summary

Students in any educational setting could benefit from self-assessment strategies and interventions to become self-regulated learners. When the strategies and interventions are implemented by a teacher it could promote academic achievement and self-regulation in the classroom. From the research it is noted that self-assessment strategies are not commonly used within an educational setting. The project contains research and information on how to implement self-assessment strategies into the classroom to support students with self-regulation. The professional development training will be found in the appendix which will provide educators on ways to implement self-assessment strategies into the school setting. Below are ways in which educators can utilize the professional development training to expand their knowledge on self-assessment for students in the classroom, along with recommendations for further research.

Recommendations

For the professional development training the suggested stakeholders include: teachers, administrators, and education coaches.

Teachers, specifically from upper elementary, could use the professional development training to expand their knowledge on students being involved in self-assessment. From the professional development training educators can use their
knowledge of strategies and interventions and implement them into the educational setting. The benefits of teachers implementing these interventions and strategies into the classroom will support students becoming self-regulated learners.

Educational coaches and administrators are recommended to attend the professional development training to better understand the interventions and strategies that teachers will be implementing into their classrooms. Administrators and educational coaches can be better informed on the interventions to support students to become self-regulated learners and what it should be like in an educational setting.

From researching student self-assessment there is limited research in two areas which include: elementary school settings and special education settings. As noted in previous chapters, self-assessment is designed to benefit all students. To really display the effectiveness of student self-assessment it is strongly recommended that research is conducted in special education settings along with lower and upper elementary school settings.

**Conclusion**

The project was created to encourage students to become further invested into their educational experiences by becoming active participants. Also, the project was created to shift the responsibility of assessment from teacher to student, allowing students to become actively aware of their journey of growth within a given content standard. However, the process of self-assessment requires an educator to adjust their mindset and practices of usual teacher led assessment. The benefits of self-assessment
can promote self-regulation within an educational environment. The professional development encourages teachers to implement interventions and strategies of self-assessment into the classroom. The interventions and strategies support educators to break down self-assessment for content area standards or goals. Educators along with administrators involved in the professional development training will be able to support their students with a positive impact. This project can both help educators and students to gain positive gains in the classroom environment.

The project supports educators to encourage students to become self-regulated in their educational environment. Self-assessment strategies and interventions could benefit all parties involved including: the student, educators, and administrators. Once educators implement self-assessment strategies and interventions it can support self-regulated students along with an opportunity for students to have better content knowledge. Assessment in the classroom can be a challenge, however this project will assist educators to turn assessments into a student invested educational tool. Using the interventions and strategies found in the professional development training will support educators into creating a classroom environment of safeness and positivity.

Self-assessment is not important for teachers to put into practice, but students as well. When students are using self-assessment strategies and techniques into practice it may expand beyond the walls of the classroom. The strategies can possibly lead to students using the internal dialogue, created by self-assessment, in other occurrences that happen in their daily life. However, whatever age self-assessment is introduced to a student the hope is that the student will use the interventions and
strategies in their academic experience. The classroom is not just about education, but about encouraging students to become thinkers, leaders, and dream chasers.

“The youth of today, are the leaders of tomorrow.”- Nelson Mandela
REFERENCES
REFERENCES


https://www.edutopia.org/article/framework-lesson-planning


APPENDICES
APPENDIX A

SELF-ASSESSMENT PROFESSIONAL DEVELOPMENT
Professional Expectations

01 Focused & On-Time
Value each other’s time.

02 Applicable to the Classroom
Apply your knowledge to an educational setting.

03 Collaborate
Work with another to make an impact in the classroom.

04 Process Time
Using brain breaks to process all the powerful information.

---

Learning Intentions

01 Self-Assessment Overview
What is self-assessment?

02 The Importance of Self-Assessment
Why should we do self-assessment?

03 The Layout of Self-Assessment Implementation of self-assessment in the classroom.

04 Real-World Applications
How does self-assessment help?
THIS OR THAT?

OR

THIS OR THAT?

Samsung

OR

Galaxy
THIS OR THAT?

OR

THIS OR THAT?

OR
01

Self-Assessment Overview

What is it?

Typical Assessments

Formative
Assessment given throughout instruction for a teacher to further support students with different strategies.
Type: quizzes, feedback, observations, exit tickets.

Summative
Assessment given at the end of teaching a concept or standard to determine how students understood the concept.
Type: state assessments, district benchmarks, and end of unit assessments.
Self-Assessment Definition

An assessment that is led by the student stakeholder and supported by the teacher. The self-assessment is an evaluation of the individual student within means of a certain standard or objective.

Let’s Unpack That

Take time with the people around you and annotate the definition of student self-assessment.

After annotating discuss what does self-assessment mean?
Defining Student Self-Assessment

What does it mean?

- Write down what teachers respond with.

What could it look like?

- Write down what teachers respond with.

Self-Assessment Types

Metacognitive
Self-reflective questioning. Leads to self-regulation.

Qualitative
Feedback from teacher and students on performance.

Quantitative
Using a rubric to grade themselves on subject matter.
The Importance of Self-Assessment

Why should we do it?
What is the goal for student self-assessment?
For students to become self-regulated.

What is self-regulation?
A student who is using metacognitive and self-assessment strategies actively within their learning without intervention from an outside source like a teacher.
What does self-regulation look like?

- **Organization**: Students materials and access to content is organized.
- **Goal Setting**: Setting goals in a weakness or strength and receiving instructional support.
- **Time Management**: Being able to make a timeline of actual goals and sticking to them.
- **Seeking Feedback**: Student is going to peer and teacher for support.

Let's Unpack That

Take time with the people around you and discuss what would self-regulation look like in your grade level?

Write down what you would like it look in your classroom.
Teaching Self-Regulation

**Modeling**
Teachers can model to students how to self-regulate and self-assess.

**Continuous Feedback**
Teachers can give feedback to students on their academic progress.

**Encouragement**
Giving praise to students on their strategies that they are engaging in.

Edutopia (2019, January 4). Teaching self-regulation by modeling [Video].
YouTube: https://www.youtube.com/watch?v=LD9m5nZp80&t=1s.
**Jamboard**

What would you like self-regulation to be in the classroom?

---

Add a sticky note to the board.

Write down your ideas.
self-regulation leads to a successful learner

Students are able to engage and judge their own work.

03

The Layout of Self-Assessment

Implementation of self-assessment in the classroom
Six Conditions of Self-Assessment

- **Learning Intentions**: Statement of student learning.
- **Success Criteria**: Proficient understanding of the learning process.
- **Clear Interpretation of Criteria**: Clearly understanding success criteria.
- **Creating a Culture of Wrong**: Providing safety in the classroom.
- **Working Together**: Working with peers and teacher.
- **Background Knowledge**: Having experience or previous content knowledge.

---

Learning Intentions

**What am I learning?**
- A goal for learning. Often called a “target”
- Usually stated as “I can...”
- Written in terms that are friendly to students

**Why am I learning this?**
- Making connections to past learning experiences
Learning Intentions & Success Criteria

- Focuses on students internal motivation.
- Emphasizes what students will learn and how they will demonstrate that learning.
- Students can self-monitor their understanding on a certain concept.
- Supports students with giving feedback to one another and receiving feedback from their teacher.

Clear Interpretation of Criteria

Learning Intentions Broken Down:

1. What am I learning?
2. Why am I learning this?
3. How will I know that I have learned this?
Learning Intentions & Success Criteria


Learning Intentions & Success Criteria

Let's Unpack That

Take time with the people around you and discuss what did you notice about the setting of learning intentions and success criteria?

We will share out at the end of our discussion.

Creating a Culture of Wrong

- Being “wrong” isn’t always a bad thing.

- Model being “wrong” and what support in the classroom looks like.

- Self-assessment needs to recognize what is going wrong, so it can lead to what is going right.
Creating a Culture of Wrong


Creating a Culture of Wrong

What do you do now to provide a sense of safety in the classroom culture?
***Add a sticky note to the board***

What could you add to provide a sense of 'culture of wrong' to the classroom?
***Add a sticky note to the board***
Working Together

- When students work together they are able to receive feedback from their peers.

- Feedback is a crucial part of student self-assessment.

- Students can work in collaboration with one another through certain content areas or to give feedback on a certain standard.

Background Content Knowledge

- For students to be successful usually it is essential to activate background knowledge.
  - That can be prior knowledge through previous grade levels or experiences.
  - It could also be used via technology like a video or hands-on experience.
Self-Assessment Benefits

- Students can advocate for themselves.
- Leads to responding how students are doing themselves and how they can support their peers.
- Possibility of more positive moods.
- Students who are self-regulated and invested in their learning.
Let's Unpack That
Any questions or comments?

Take a Survey
What did you like? How can I support you further?
Student Self-Assessment

Day Two: A Puzzle Piece of Self-Regulation
Erika Aguilera

Professional Expectations

01 Focused & On-Time
Value each other's time.

02 Applicable to the Classroom
Apply your knowledge to an educational setting.

03 Collaborate
Work with another to make an impact in the classroom.

04 Process Time
Using brain breaks to process all the powerful information.
Learning Intentions

01 Teacher Knowledge
Teacher knowledge

02 Feedback
Supporting students

03 Student Interventions
Rubrics and master examples.

04 Self-Assessment in Content Areas
How can self-assessment be presented in different content areas?

Scattergories

G O A L S

Now we’re really going to change it up on you! Grab a pen and paper. You will have 2 minutes to respond to as many of the categories as you can. Get creative because you don’t want your answer to be duplicated by another classmate!
### Teacher Knowledge

- Creating engaging learning intentions and success criteria.
- Supporting students to achieve goals or standards.
  - Having knowledge of the standards and materials to use to support students to achieve that standard.
Student Interventions

- **Continuous Feedback**: Teachers can give feedback to students on their academic progress.

- **Rubrics**: Put a standard in student language and allow them to accurately determine where they are at and how to improve.

- **Master Examples**: Show students what it looks like to meet the learning intention and success criteria.

Feedback

- Feedback from multiple sources:
  - Teacher
  - Student
  - Peers
- Feedback through collaboration on learning intention or success criteria.
- Feedback and critiquing is to support students to achieve grade level standards.
Rubrics

- Rubrics are a wonderful way to give your students the power to assess their own work.
- As the teacher, you also grade the student's work with the same rubric.
- Afterwards, you compare the two rubrics and then discuss the results with individual students. By using rubrics as a way for students to self-grade, you are allowing them the opportunity to think critically about their work.
- Regular use of self-graded rubrics will help your students learn to target their work toward your expectations.

Master Examples

Let’s Unpack That

Think of ways you can implement Master Examples into the classroom. ELA? Math? Science? Social Studies?

Master Examples - Real World

Self-Assessment: Reflection - Writing


Self-Assessment: Mathematics

Jamboard

What standard concept or goal could you put self-assessment strategies in place for?
***add a sticky note to the board***

Let's Unpack That

Any questions or comments?
Take a Survey
What did you like? How can I support you further?

Student Self-Assessment
Day Three: A Puzzle Piece of Self-Regulation
Erika Aguilera
**Professional Expectations**

01 **Focused & On-Time**
Value each other’s time.

02 **Applicable to the Classroom**
Apply your knowledge to an educational setting.

03 **Collaborate**
Work with another to make an impact in the classroom.

04 **Process Time**
Using brain breaks to process all the powerful information.

---

**Learning Intentions**

01 **Self-Assessment Application to the Classroom**
Presenting on how to take a standard and turn it into a self-assessment opportunity.

02 **Creation of Self-Assessment for Your Classroom**
Your opportunity to create a self-assessment opportunity for the classroom and receive support from peers and me.
blooket.com/play

Self-Assessment Overview

EMPOWERING STUDENTS TO OWN THE ASSESSMENT PROCESS

Let’s Unpack That

Has there been a strategy that you have implemented in the classroom that leans towards self-assessment?

Jamboard

Has there been a strategy that you have implemented in the classroom that leans towards self-assessment?

***add a sticky note to the board***

Write down your ideas...
Let’s Create a Classroom Self-Assessment Application

Please let me know if you have any questions along the way.

Self-Assessment Planner

- **Finding a Standard**: Report Card, State Standard, IEP Goal, etc.
- **Learning Intentions**: Statement of student learning.
- **Success Criteria**: Proficient understanding of the learning process.
- **Background Knowledge**: Having experience or previous content knowledge.
- **Opportunity for Student Work**: Choosing work that lines up with the goal for students to see growth.
- **Feedback**: Working with peers and teacher.
- **Opportunity for Self-Assessment**: Allowing students to practice assessing themselves.
Self-Assessment Template

- We use this template to support our students with self-assessment opportunities.

Step One:
Finding a Standard: Common Core Standard, Report Card Standard, IEP Goal, etc.
Finding a Standard

READING STANDARDS

Foundational Skills
Reads grade level text accurately and fluently to support comprehension. (RF.3, RF.4)

Report Card Standard

Write Down Standard in Planner

Student Self-Assessment Planner

Standard: Common Core Standard, Report Card Standard, IEP Goal, etc.

- Standard RF 4.3
- Standard RF 4.4

Step Two:
Creating a Learning Intention
Create a Learning Intention

READING STANDARDS

<table>
<thead>
<tr>
<th>Foundational Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reads grade level text accurately and fluently to support comprehension. (RF.3, RF.4)</td>
</tr>
</tbody>
</table>

Report Card Standard

Write Down Learning Intention in Kid Friendly Language

Learning Intention

I will be able to understand and read a 4th grade text at ___ words per minute.

---

Step Three:

Creating Success Criteria
Create Success Criteria

Learning Intention

I will be able to understand and read a 4th grade text at ___ words per minute.

Success Criteria

- I will be able to read 115 words per minute at the beginning of the year.
- I will be able to read 120 words per minute by the end of the year.
- I will be able to remember 3 key details from the text.

Write down success criteria in planner.

Step Four:

Analyze Student Background Information
Background Information

READING STANDARDS

Foundational Skills
Reads grade level text accurately and fluently to support comprehension. (RF.3, RF.4)

Student Background Knowledge

- Standard RF 3.3
- Standard RF 3.4

Step Five:
Analyze Opportunities for Student Work
Opportunities for Student Work

Opportunities for Student Growth
- Running Record SeeSaw
- Student & Teacher Copies
- Partner Play Practice
- Running Records and Comprehension: Span of Levels
- Small Groups

Fill out opportunities for learning opportunities on the planner.

Step Six:
Analyze Opportunities for Feedback
**Feedback - Conversation Starter**

**Opportunity for Feedback: Conversation Starter**

“A Glow and a Grow”—What's one thing you feel proud of? What's one thing you want to try and improve on?

Fill out opportunities for conversations on the planner.

---

**Step Seven:**

Analyze Opportunities for Self-Assessment
Feedback - Conversation Starter

Opportunity for Student Self-Assessment: Rubric, Self-Reflection, Master Example, Collection of Student Work

- Running Record SeeSaw
- Student & Teacher Copies
- Using Rubric
- i-Ready Summative Report

Fill out opportunities for self-assessment on the planner.

Self-Assessment Planning

- Your turn to plan.
- Please collaborate with your colleagues and ask me any questions.
Let's Unpack That
Any questions or comments?

Take a Survey
What did you like? How can I support you further?
Student Self-Assessment

Day Four: A Puzzle Piece of Self-regulation
Erika Aguilera

Professional Expectations

01 Focused & On-Time
Value each other's time.

02 Applicable to the Classroom
Apply your knowledge to an educational setting.

03 Collaborate
Work with another to make an impact in the classroom.

04 Process Time
Using brain breaks to process all the powerful information.
Let's Unpack That
Share your experiences from implementing self-assessment strategies in the classroom.

Let's Unpack That
Any questions or comments?
Take a Survey
What did you like? How can I support you further?
APPENDIX B

SELF-ASSESSMENT PROFESSIONAL DEVELOPMENT JAMBOARD

What would you like self-regulation to be in the classroom?
***add a sticky note to the board***

Write down your ideas...

What do you do now to provide a sense of safety in the classroom culture?
***add a sticky note to the board***

Write down your ideas...
What could you add to provide a sense of "culture of wrong" to the classroom?
***add a sticky note to the board***

What standard, concept, or goal could you put self-assessment strategies in place for?
***add a sticky note to the board***
Has there been a strategy that you have implemented in the classroom that leans towards self-assessment?
***add a sticky note to the board***
# APPENDIX C

**SELF-ASSESSMENT PLANNING TEMPLATE**

<table>
<thead>
<tr>
<th>Student Self-Assessment Planner</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standard:</strong> Common Core Standard, Report Card Standard, IEP Goal, etc.</td>
</tr>
<tr>
<td><strong>Learning Intention</strong></td>
</tr>
<tr>
<td><strong>Success Criteria</strong></td>
</tr>
<tr>
<td><strong>Student Background Knowledge</strong></td>
</tr>
<tr>
<td><strong>Opportunities for Student Growth</strong></td>
</tr>
<tr>
<td><strong>Opportunity for Feedback</strong></td>
</tr>
<tr>
<td><strong>Opportunity for Student Self-Assessment:</strong> Rubric, Self-Reflection, Master Example, Collection of Student Work</td>
</tr>
</tbody>
</table>
APPENDIX D

SELF-ASSESSMENT PLANNING EXAMPLE

Student Self-Assessment Planner

<table>
<thead>
<tr>
<th>Standard: Common Core Standard, Report Card Standard, IEP Goal, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>→ Standard RF 4.3</td>
</tr>
<tr>
<td>→ Standard RF 4.4</td>
</tr>
</tbody>
</table>

Learning Intention

I will be able to understand and read a 4th grade text at __ words per minute.

Success Criteria

→ I will be able to read 115 words per minute at the beginning of the year.
→ I will be able to read 120 words per minute by the end of the year.
→ I will be able to remember 3 key details from the text.

Student Background Knowledge

→ Standard RF 3.3
→ Standard RF 3.4

Opportunities for Student Growth

- Running Record SeeSaw
- Student & Teacher Copies
- Partner Play Practice
- Running Records and Comprehension: Span of Levels
- Small Groups

Opportunity for Feedback: Conversation Starter

“A Glow and a Grow”—What’s one thing you feel proud of? What’s one thing you want to try and improve on?

Opportunity for Student Self-Assessment: Rubric, Self-Reflection, Master Example, Collection of Student Work

- Running Record SeeSaw—Counting how many words per minute they can read.
- Student & Teacher Copies—Collecting running records with teacher and seeing improvement.
- i-Ready Summative Report
APPENDIX E

SELF-ASSESSMENT PROFESSIONAL DEVELOPMENT SURVEYS

Professional Development Evaluation

Please submit feedback on the professional development course you took with Erika Aguilera.

* Required

What aspects of this professional development could you use in your classroom tomorrow?

Your answer

What did you learn about self-assessment that you did not know before?

Your answer

Time of Collaboration *

1  2  3  4  5

Not Enough

Needed More
Time of Conversation *

1   2   3   4   5

Not Enough   ○   ○   ○   ○   ○   Needed More

What would you like to learn more about with student self-assessment?

Your answer

Anything you would like the presenter to know?

Your answer