Tools to Use in Assessments
III. Self - and Peer Assessments

Self-Assessments
Self-assessments are valuable sources of information for the students and teachers alike. Self-assessments enable students to examine their own work and to reflect upon their accomplishments and progress in attaining the identified goals and objectives. Moreover, self-assessments help students develop the critical thinking and evaluative skills which are the basis for future learning. Self-assessments empower students by helping them take responsibility for their own learning.

Self-assessments can be carried out in a variety of ways such as the following:

> o Checklists and rubrics

> o Reflection pieces, learning logs, and journals

> o Conversations, conferences, and interviews

1. **Checklists and Rubrics.**
   Checklists and rubrics are two of the possible means of engaging students in self-assessment. Both the checklist and the rubric can stand alone or can become part of a larger assessment component when they are entered in a portfolio. Additionally, students can be even more involved in self- assessment when they are asked to develop the rubrics.

   However, all students are not familiar nor comfortable with self-assessment and may need some guidance and modeling to help them proceed. This is especially true in the writing process when students are involved in revising and editing their own work because they have difficulty identifying their own mistakes. To

lead students in their revision, the teacher may ask questions and may give clues.

For this reason, students may benefit from the structure of checklists to guide them in revising and editing their own work.

Checklists can be generic and applied to a skill or can be tailored to specific assignments. Students who are first introduced to self-assessment benefit from more structured and specific checklists while students who are feeling comfortable with self-assessment have developed and internalized the necessary monitoring skills and thus need less guidance.

2. **Reflection Entries, Learning Logs, and Journals**
Reflection pieces and learning logs are written entries in which students reflect on what they have learned and how they have learned it. Reflection pieces can take many forms and are useful tools for students of all levels to monitor themselves. They are an integral and possibly the most important part of a portfolio as they allow students to evaluate their own work, justify their reason for selecting specific entries, and set their own goals for improvement (see section on Portfolio, page 178 and Learning Logs and Journals, page 163 for additional information). The use of learning logs and journals is especially helpful to gain an understanding of the students' own view over their learning.

3. **Conversations, Conferences, and Interviews**
Conferences and interviews can be used as a part of the assessment process. They can take place with student and teacher one-on-one, with several students, or even with the entire class. During conferences and interviews, students have an opportunity to talk about their own learning. To facilitate discussion, the teacher may want to ask some questions such as: ''How did you prepare for this activity?'' or ''What would you do differently next time?'' These questions help students reflect, redirect their own learning,

and develop a sense of themselves as
knowledgeable and skilled learners.

Conferences and interviews may vary in their
focus with each student in the class. During
these interactions, student and teacher speak
openly about the student learning goal, where the
student is in reaching these goals, and what
strategies may be implemented for meeting the
goals.

Conferencing is especially useful when it is
conducted regularly throughout the year to
monitor the student's progress and difficulty and
to provide some feedback. In addition, it is
extremely effective with students who are
experiencing some difficulty and who may need
individual attention.

Figure 59 - Class Participation Rubric (page 1 of 2)

Directions for Use

To Teachers:
It is strongly suggested that the teacher allow the class to go through the process of setting the rubric so that they will ''buy into'' it. The success of this assessment depends on the students' acceptance of this set of criteria and this process of accountability via self-evaluation. However it is likely that teachers will need to dictate certain ''rules.'' You many want each student to think about these criteria individually first and then allow group discussions before reporting to the whole class.

  Setting Standards for Daily Class Participation
  Grades with an Emphasis on Speaking the Language

To Students:
Many of you have already helped set standards or rubrics for achievement in various skills in other classes. You know that it is necessary to determine criteria for receiving certain grades. In the spaces below, please describe to the best of your ability how you think a good, mature student should perform daily in this class. You will be helping to set the performance standard for your daily class participation grade.

Look at the following criteria. Think about which ones should be considered in determining the description of each standard listed below. Some are negative and should be avoided. Some may not be appropriate for consideration in determining the grade. Which criteria are basic for building a successful year in this class?

Attentiveness   Bringing excuses for
Use of hall pass   absences
Preparation outside class   Necessary materials
Attitude   Homework
On-task performance   Responsibility
Work from other classes   Leadership
Distracting others   Loud, boisterous behavior

Listening	Writing notes to friends
Communicating	Monopolizing other's
Tardiness	attention
Attendance	Speaking the language
	Contribution of special
	talents
	Volunteering

 Others:

Developed by the Winston-Salem/Forsyth team

Figure 60 - Class Participation Rubric (page 2 of 2)

Now write a brief narrative using the criteria in the previous page to describe what a student should do to attain each standard below. Bear in mind that a student should always try to do his/her best. Not trying is failing.

A plus day!
You really worked at your maximum potential for this particular day. In fact, you achieved well above your highest expectations.

B plus day!
The quality of your participation for the day was excellent, but didn't quite have that sparkle that makes it an A plus day.

C plus day!
The quality of your participation for the day was good, but you usually are able to reach a higher standard.

D day!

This just wasn't your day!

F day!
You did not try.

Developed by the Winston-Salem/Forsyth team

Figure 61 - Sample Self-Assessment Checklist

Check the box when you feel ready to be tested by your teacher

	Time , Price, and Shopping	St	T	Date
1.	I can ask what the time is I can say what the time is			
2.	I can ask how much something costs I can say how much something costs			
3.	I can ask for three items in a shop			
4.	I am familiar with Spanish/French/German currency			
5.	I can ask what others do with their money I can say what I do with my money			
6.	I have designed and labeled a shop window			
7.	I can read a list and select the objects corresponding to the items on the list			

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My Assessment

I enjoyed:

I was pleased with:

I am good at:

I would like to improve:

I have also:

Teacher Comment

Parent Signature and Comment:
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Figure 62 - Sample Self-Assessment Checklist for Family

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Checklist for Description of Family

1. Do you have a title?
2. Have you named the persons in your
   family?
3. Have you included name, age, job,
   and brief description for each
   member?
4. Have you used complete sentences?
5. Have you checked for use of
   masculine and feminine?
6. Have you corrected errors in
   spelling, capitalization and
   punctuation?
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Figure 63 - Sample Self-Assessment Checklist for Narrative Writing

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Checklist for Narrative Writing

1. Does your story have a beginning,
   a middle, and an end?
2. Is the main idea clear?
3. Are there supporting details?
4. Are the events sequenced
   logically?
5. Have you varied your sentences?
6. Are you using complete sentences?
7. Have you corrected errors in
   spelling, capitalization, and
   punctuation?
8. Have you paid special attention to
   the use of the past tenses?
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Figure 64 - Sample Self-Assessment Checklist for Writing

```
Name:_____
_____

Date:
_____
_____

Title of
Work:_____
____

Attention to the task
1. I stated my purpose clearly
2. The information I gave is related to the
topic
3. I gave a lot of information about the topic

Grammar (Accuracy)
1. I spelled words correctly
2. I checked punctuation
3. I verified agreements (subject-verb,
adjective-noun, article-noun)

Vocabulary
1. I used descriptive words
2. I used new words
3. I did not use English words

Cohesiveness of Discourse
1. I used a title
2. I used a beginning, middle and end
3. I organized my ideas

Comprehensibility of Communication
1. Two other students read my paper and made
suggestions
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Figure 65 - Self-Assessment Rubric for Being a
Collaborative Worker

1	2	3	4

- I do not participate in the group. - I am disruptive.	- I work by myself and not with others. - I work a little, but I still disrupt group efforts. - I help to get the group off task by talking excessively about other topics. - I let other group members do more work than I do. - I rarely contribute to discussions. - I do not let others contribute to discussions because I feel I should do most of the work.	- I usually stay focused and on task. - I help other group members do the same. - I help all group members share tasks equally, listen equally, and participate equally.	- I can take on any role within group when necessary to complete the project. - I am a true team player because I help all group members share tasks equally, listen equally, and participate equally. - I stay focused on group project, and I help others do the same.

Developed by Information Technology Evaluation Services, NC
Department of Public Instruction

Figure 66 - Self-Assessment Checklist. Summertime Fun (HS)

Name:_____Class: _____Date:____
_____

I CAN...

_____1. tell my friends where I am going.

_____2. tell what I am going to do.

_____3. list, orally and in writing, what I am taking on my trip.

_____4. ask another person what he/she is taking.

_____5. go to the store and ask the salesperson for what I need.

_____6. count money to pay for my supplies.

_____7. ask and give directions in case I get lost.

_____8. read a map.

_____9. listen to a weather report and understand what weather I may encounter.

_____10. send a postcard to my penpal describing what I did on my trip.

This was fun because_____
_____

_____

This was hard because_____
_____

_____

If I could redo this activity, I would_____
_____

_____

Parent Signature:_____
  ____

Developed by participants in the AAA project

Figure 67 - Student Self-Assessment of Foreign
Language Performance for Lessons 3, 4, and 5

Name:_____ Grade:_____

I CAN DO THE FOLLOWING	Agree	Somewhat	Cannot
Speaking and Listening:			
I can use the verb <u>ir</u>, and tell when someone is going, the form of transportation and at what time.			
I can listen to a discussion about the location of places and answer questions giving locations.			
I can describe family members, using possessive adjectives, family nouns and descriptive adjectives.			
I can tell my likes/dislikes to others using the verb <u>gustar</u>.			
I can describe myself or someone telling age, origin, feelings, and physical characteristics.			
I can identify the use of the verbs <u>ser</u> and <u>estar</u>, and conjugate them correctly.			
Reading:			
I can read a schedule in Spanish and answer questions about it.			
I can read short dialogues and answer questions to demonstrate understanding.			
Writing:			
I can write a weekly schedule, describing my daily activities.			
I can write sentences describing where I am or where someone is going			

Culture:			
I have knowledge of and can discuss cultural and historical aspects of Puerto Rico and the Dominican Republic.			

Instructions: This is your personalized self-assessment of what you have accomplished at this point in your study of Spanish. Go through this checklist and determine what you can successfully do and where you need improvement.

Developed by Charles Nichols, Eastern Wayne High School, Wayne County

Figure 68 - Self-Assessment Checklist. My Typical Daily Routine Paragraph

Name: _____

Class:_____Date:_____
_____

Before you hand in your paragraph <u>describing your typical daily routine</u>, read through the checklist below. On the space provided, initial each statement that you feel describes your work. Give reasons for any of the items you cannot initial. Attach this sheet to your letter.

_____I wrote my paragraph all in Spanish.

_____I wrote a first draft.

_____I showed my first draft to my partner _____
_____on _____ for   suggestions.

_____I used some of my partner's suggestions.

_____I rewrote my paragraph.

_____I headed my paper properly.

In my paragraph I included:

1.___the day of the week.

2.___at least ____sentences.

3.___at least_different reflexive verbs.

4.___I wrote about my activities in order, indicating the time of day.

5.___I used the proper reflexive pronoun in its proper position.

6.___I checked subject-verb agreement.

7.___I checked my spelling.

8.___I wrote neatly and legibly.

Developed by participants in the AAA project

Figure 69 - How Well Did I Work in My Group Today?

Color the happy faces if you agree.

Color the sad faces if you disagree.

1. I solve problems better when I work with a group than when I work alone.

2. I shared my ideas with my group.

3. I listened to the ideas of others in my group.

4. I told others in my group when I liked their ideas.

5. I can explain the problem my group worked on and the answer to others.

Source: Creating 'Effective' Student Assessments

Figure 70 - Sample Learning Log

Name:_____**Week of:**_____

In the foreign language class, this week....

1. I learned...
  _____

  _____

2. I used the foreign language outside of the
classroom, for the following purposes...
  _____

  _____

3. I understood the following very well...
                         _____

  _____

4. I am having difficulty
with............because...........
  _____

  _____

5. My plan for dealing with the difficulty I am
having is...
  _____

  _____

6. What I like most about the class this week....
  _____

  _____

7. What the most frustrating thing about the class
this week is...   _____
  _____
                        _____
  _____

Adapted from Chamot and O'Malley. <u>The CALLA Handbook.</u>

Figure 71 - Self-Assessment on My Small Group
Behavior

1. I perform well in small group work when_____
_____
_____
_____

2. I don't perform well in small group work when____
_____
_____
_____

3. In small group work I often_____
_____
_____
_____

4. In small group work I get upset when_____
_____
_____
_____

5. In small group work I help others by   _____
_____
_____
_____

6. In small group work others usually respond to me
with (by)_____
_____
_____

7. Things I like to do or learn best in small
groups are_____
_____
_____

8. One piece of advice I have for the teacher when
assigning me to a small group is _____
_____
_____
_____

Developed by Neila A. Connors, <u>Positive Connections</u>.

Figure 72 - Weekly Foreign Language Evaluation Form

Name: _____ Week Ending:_____

1. In class or out:
     I learned these new words:

     I practiced this phrase:

     My biggest problem was:

     My biggest success was:

2. What/where/when/how often:
     I read:

     I spoke:

     I wrote:

     I listened:

3. Class activities this week:
     The most fun:

     The most helpful:

     The most confusing:

4. I need help with:

Adapted from and ESL Evaluation Form by Dulany Alexander in
''The ESL Classroom as Community: How Self Assessment Can
Work.'' <u>Adventures in Assessment</u>, 1993.

Peer Assessments

Peer assessments involve students in the evaluation of each
other's work according to a set of criteria. Peer
evaluations are helpful in fostering the
development of analytical and evaluative skills as
they afford students the opportunity to see
different approaches and to take into account
different components.

The Wayne County middle school students were ready
to do their oral presentation in front of the class
and to be assessed by their peers according to a
rubric. Their Spanish teacher was especially
concerned about one student who had a speech
impediment. After that student did his oral
presentation in front of the class, the teacher
reported that the other students were very fair in
their assessment of his performance and were able
to take into account all the criteria listed on the
rubric and not concentrate solely on his speech.

Peer Editing

Peer assessment is especially helpful when students
are engaged in the editing phase of the writing
process. Peer editing fosters a non-threatening
environment and encourages students to develop
monitoring skills. However, one of the major
concerns about peer editing is that lower level
learners are not be able to find their own errors,
much less those of their peers and at times they
are unable to understand what other students have
said and/or written. Another factor to consider is
that students are often hesitant to criticize the
work of their peers. For these reasons, teachers
need to train students to critique each other's
work and need to provide some structure to guide
them in their review.

When students are reviewing a peer's writing,
questions such as "Are there lines that are not
clear?", "Tell the author two or three things you

liked about the paper." or "Can you make one specific suggestion for improving the paper?" provide some guidance to students as they learn to become good critics.

Claire Gaudiani (1981) suggests *a class editing process* where more advanced students help one another improve their drafts through a series of "passes." Each week, a small group of students provides for all others a mimeographed copy of a first draft on an assigned theme. She suggests that the composition include a three-line triple space to allow for written comments. Following is a description of the process:

Figure 73 - Peer Editing

1. *Comprehension of meaning*
   Students listen as one of the students who wrote reads his/her composition aloud. Students ask for clarification of words and expressions.

2. *Correction of grammar*
   The teacher reads each sentence of the composition and asks the class and the author to provide needed grammatical corrections.

3. *Analysis/Prose/Style*
   Students read the composition another time and look at specific aspects such as paragraphing, use of topic sentences, etc.

4. *Overview/Synthesis*
   Class offers general comments on the effectiveness of the composition as a whole in communicating the message.

Students may work on writing samples provided from outside their own group thus eliminating the reluctance to critique the samples for fear of hurting a classmate's feelings. Another option would be to conduct this process with a smaller group composed of four or five students.

Another effective way to arrange careful editing is through "*clocking*" (source unknown).

Figure 74 - Peer Editing

1. Students place blank sheets (or prepared check lists) on top of their composition so that the checkers do not write directly on their work.

2. Students are instructed to exchange papers in an orderly fashion (e.g., with the students in the row next to them).

3. Students initial the top sheet taking responsibility for what they are editing.

4.   Students are instructed to look for a certain type of problem in the composition. They either note the problems they found or they write OK on the top page next to their initials.

5.   Half of the students (e.g., every other row) move a seat. Students now have a new partner to exchange papers when instructed. They again initial the top sheet and look for the kind of error assigned this time. Some of the things to have students check range from "Does this make sense?" to subject-verb agreement, to proper use of tenses, or to spelling.

6. Students return the papers to the original writers who conduct the final edit, reviewing all comments made by their peers.

Another option to facilitate the editing process through peer evaluation is to provide a checklist to be filled by the peer evaluators or a form to guide their comments. Samples are included in the following pages.

Figure 75 - Peer Editing and Revising Guidelines

Edit #1   **Editor**_____

Content and Organization: Put a check next to each statement you find to be true of this paper.

_____1. This paper covers the topic assigned or chosen.

_____2. The main ideas are clearly stated.

_____3. The ideas are organized logically and support is given.

_____4. It is easy to understand what the writer is trying to communicate.

_____5. Spanish is used throughout with no English words or "Spanglish."

If one of the above is not checked, please give the reason(s) below:

_____

Please give at least two suggestions you feel would help improve this paper.

1._____

2._____

Edit #2   **Editor** _____

Mechanics: Put a check next to each statement you find to be true of this paper.

_____1. Appropriate word choice (no English or "Spanglish").

_____2. Correct subject/verb agreement.

_____3. Correct adjective/noun agreement.

_____4. Correct use of pronouns (subject, object, possessives).

_____5. Correct use of definite/indefinite articles.

_____6. Correct spelling (check dictionary!).

_____7. Correct use of verbs and verb tenses.

_____8. Correct punctuation (check by reading aloud).

Add any constructive comments or note any suggested revisions:

_____

_____

Source: Scott, Renée. ''Changing Teachers' Conceptions of
Teaching Writing: A Collaborative Study.'' <u>Foreign Language
Annals</u>, p. 246, Summer 1995.

Peer evaluation is not limited to the use of
checklists. It can take many other forms. It can
involve students in giving a written feedback or it
can take place during a conversation designed to
provide feedback among peers. As noted previously,
students must be aware of the ground rules when
evaluating others and may need to be reminded of
the process through modeling of appropriate
behavior and comments.

Figure 76 - Peer Evaluation Form

```
Name:_____Date:_____
_____



Is the purpose clear?                      YES  NO

Does it have a beginning, middle, and end?
YES NO

Can I understand it?                       YES  NO


One thing I like about this piece...



One thing I would change....


```

Figure 77 - Peer Assessment Rubric for Restaurant
Skits

Student Name: _____ Date: _____

_____

Skit

Criteria	1	2	3
Presentation	Read notes	Some notes	No notes used, fluent
Pronunciation	Poor, impairs comprehension	Some pronunciation errors but good overall	Almost no errors
Comprehensibi-lity	Presentation makes no sense	Parts of the presentation are not clear	Presentation comprehensible
Preparation	Last minute effort	Needed more time to prepare	Well-organized and ready

Group Members Evaluation of Other Members in their
Group (put an * next to your name and rate yourself
as well)

Group Work

Members	1 Uncooperative	2 Slack	3 Fair Share
1. 2. 3. 4.			

Written Presentation

	1	2	3
Neatness	Illegible	Barely legible	Clearly written
Readability	Spanglish	Grammatical	Almost no

		mistakes impair comprehension	errors

Developed by Wanda Nieves, Eastern Wayne Middle School, Wayne County

Figure 78 - Speech or Oral Report Rubric for Peer
Assessment

Student Name: _____

Body Language: **Eye Contact:**
Presenter was: Established eye contact wi
 the audience:
    ☐ Very confident   ☐ Yes, consistently
    ☐ Somewhat confident   ☐ Yes, sometimes
    ☐ Not at all confident   ☐ No, not at all

Introduction: **Projection:**
Captured the attention of the audience Strong:
    ☐ Very effectively   ☐ Yes
    ☐ Somewhat effectively   ☐ No, needs improveme
    ☐ Not at all effectively

Presenter Added Variety by:
Varying pitch: Using descriptive/vivid wc
 and phrases
    ☐ Yes   ☐ Yes
    ☐ No, needs improvement   ☐ No, needs improveme

Demonstrated Planning by:
Using visuals effectively   Using Notecards
 Staying within the allotted time
    ☐ Yes   ☐ Yes   ☐ Yes
    ☐ No, needs improvement   ☐No, needs improvement   ☐N
 needs improvement

Content:
Organized   Ending   Answered questions fr
 audience
    ☐ Very much   ☐ Very strong   ☐ Very effectiv
    ☐ Somewhat   ☐ Somewhat strong ☐ Somewhat
effectively
    ☐ Not at all   ☐ Not at all   ☐ Not at all
effectively

Comments:

Source: Creating 'Effective' Assessments, 1996.