

## Creating Personal Learning Through Self Assessment

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## Self-assessment

Today we will

- Discuss the importance of self-assessment for lifelong learning
- Define self-assessment in the context of information literacy
- Suggest strategies for developing self-assessment skills and dispositions

## Habits

“Habits are behaviors we exhibit **reliably** on appropriate occasions and they are smoothly triggered **without painstaking attention**.”

~ Arthur Costa

## Habits grow from practice

“The chains of habit are generally too small to be felt until they are too strong to be broken.”

~Samuel Johnson



## Are we self-assessing our information processes?

War in  
Iraq/Afghanistan  
/Pakistan?

Health care

Opinion polls  
Informal conversation  
Voting  
**News media:** Fox? MSNBC? CNN? NYT? WSJ?

Bail outs

## Information literacy. . .

- emerges from a disposition of inquiry
- requires a skill set
- embraces a disposition of critical thinking
- assumes an approach that is analytical
- requires familiarity with disciplinary discourse
- **establishes a stance of self-assessment**
- is for life!

## “other-directed”

- Political agendas
- Standardized tests
- National standards and benchmarks
- Admission requirements
- Social agendas

***Where is personal learning?***

## Engagement

- **Knowledge:** What counts as knowledge?
- **Ability:** Who has ability?
- **Control:** Who controls the teaching/learning space?
- **Place:** Who is valued as a learner?
- **Voice:** Whose voice has credence?

Munns, G and Woodward, H. (July 2006). Student engagement and student self-assessment: The REAL framework. *Assessment in Education* 13/2: 193-213.



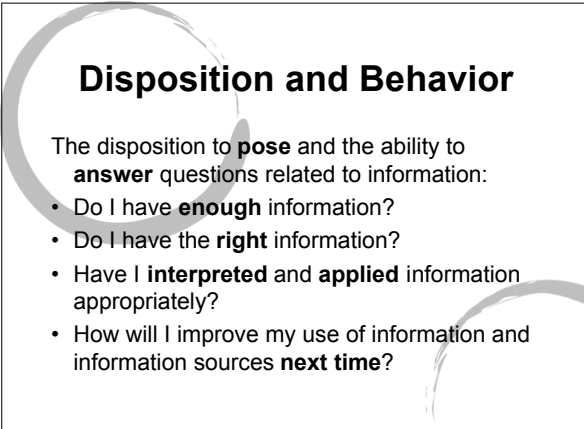
## Self-assessment

**Ownership** of learning  
**Responsibility** for learning



Disposition toward

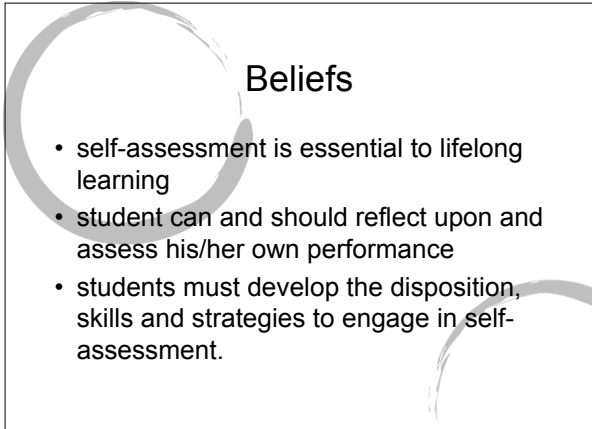
## Excellence



## Disposition and Behavior

The disposition to **pose** and the ability to **answer** questions related to information:

- Do I have **enough** information?
- Do I have the **right** information?
- Have I **interpreted** and **applied** information appropriately?
- How will I improve my use of information and information sources **next time**?



## Beliefs

- self-assessment is essential to lifelong learning
- student can and should reflect upon and assess his/her own performance
- students must develop the disposition, skills and strategies to engage in self-assessment.

## Self-assessment

- Observation
- Reflection
- Internalized standards of quality
  - How do I know I am finished gathering information?
  - How do I judge information and information sources?
  - How do I reconcile differences among information sources?
  - How do I interpret the information I have?
  - How comfortable can I be with remaining ambiguity or uncertainty?

## Self-Assessment

Back at  
completed  
work to  
measure  
success

Ahead to  
apply  
learning to a  
new learning  
experience

Down at  
present work  
to determine  
next steps

## Component Skills

- Observing
- Analyzing
- Judging
- Planning

Alverno College (2006). *Self Assessment*  
<http://depts.alverno.edu/saal/terms.html#sa>

## Strategies

- Direct Instruction
- Scaffolding
  - Reflection logs
  - I-Search
  - Two-column note-taking
- Rubrics
- Summative assessment: 3-2-1
- Peer assessment

## A World of Change



Continuous learning--an essential life habit in a world of change

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