

### Discussion 3: Assessment Model – Self-Evaluation

Here's one bit of information that connected the dots for me. Just thought I'd share.

Alternative names for **Authentic Assessment**:

- Performance assessment (& Performance Assessment is the same thing as Performance-Based Assessment)
- Alternative assessment
- Direct assessment

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>

### Self-Evaluation: An Authentic Assessment

There are many ways of approaching self-evaluation, and each approach has its own strengths and limitations. Types of self-evaluation include those that focus on a single performance, single ability, single outcome, or single component of the self-evaluation framework. Components of this type of evaluation are observation, interpretation or analysis, judgment or planning. Students must think carefully as they complete their self-evaluation.

- Informal/Formal --- Self-evaluation can be formal or informal. A formal evaluation can involve recording responses to specific questions or topics in written or oral (audio) formats. An informal evaluation can involve random or spontaneous reflection or informative documentation of oneself. The self-evaluator or another person can design the format of the evaluation questions or topics. Whether formal or informal, self-evaluation is the ability of oneself to observe, analyze, and judge self-performance on the basis of criteria, and then determine how to improve oneself. This authentic assessment usually includes a task for a student to perform and an evaluation tool, such as a rubric, by which their performance on the task will be evaluated.
- Formative/Summative --- Self-evaluation can be formative or summative. The formative self-evaluation collects self-performance criteria that is ongoing. The summative self-evaluation cumulates reflections of self-performance.
- Quantitative/Qualitative --- Self-evaluations are subjective. The reason this assessment model is accepted is because students are subjectively assessing their self instead of the teacher or someone else doing it. The evaluation can be converted from a qualitative evaluation to a quantitative expression by utilizing a rubric or rating scale. It can also be measured qualitatively by utilizing a journal or paragraph-style approach.

□ Example/s of learning objectives that could be assessed –  
TSWBAT

- Critique their oral presentation about the history of Thanksgiving – students can reflect about their presentation.
  - Appraise their vacation-spot advertisement brochure – students can evaluate their thinking process using a rubric.
  - Interpret their spreadsheet graph about city distances – students can evaluate their developmental skills using a checklist.
- Teaching and learning strategies applicable --- group work, individual work, oral reading, use of manipulatives, use of media, note taking, field trips, homework, demonstrations, guest speakers, use of technology – and many more.
- How can data be gathered on student/educator learning? – Tools that can be used include rubrics, journals, checklists, and open-ended questioning. Students can take an active role in developing scoring criteria and goal setting when designing the evaluation tool. That way they accept that the assessment is adequately measuring their learning because they had a role in creating it.
- How can data be evaluated? – By focusing on one or more component that is being evaluated. Oral presentation, use of color, length of presentation, and involvement with others in the team are examples of different components that can be evaluated by the self-evaluator.
- Example/s of kinds of decisions that could be made and implemented – The student can observe oneself and report the behavior of their performance. The student can interpret or analyze oneself by identifying patterns of strengths and weaknesses in their performance. The student can plan by identifying aspects of learning to maintain and aspects of learning to develop further. Self-evaluation can be an important and effective tool in student growth.

Student can clarify why a sample of work is their best work and explaining the process they went through to complete it. The student can explain how these effective pieces are different from their least effective pieces and set goals for their future works. The students must think carefully about their work as they complete their self-evaluation.

- Method of assessment/s appropriate for this tool - Rubric, rating scale, journal, paragraph writing, portfolio, checklist. (How self-evaluation is address throughout this assignment.)
- Example/s of how to facilitate the evaluation of learner's knowledge and skills – Self-evaluation involves observing, interpreting or analyzing, judging and planning. Like anything else, self-evaluation takes practice and experience. For example, a beginner judges by connecting criteria and performance. An

intermediate judges by making sense of the set of criteria as a whole in relation to own judgment of performance. An advanced self-evaluator self monitors and adjusts ongoing actions or plans accordingly.

## Resources

Alverno College, "Self Assess", <<http://depts.alverno.edu/saal/selfassess.html>>, (6 November 2006).

Jon Mueller. "Authentic Assessment Toolbox", <<http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>> (7 November 2006).

National Board for Professional Teaching Standards, "Self Evaluation", <[http://ali.apple.com/ali\\_sites/deli/exhibits/1000347/Self\\_Evaluation.html](http://ali.apple.com/ali_sites/deli/exhibits/1000347/Self_Evaluation.html)> (6 November 2006).

The George Lucas Educational Foundation, <<http://www.edutopia.org/modules/Assessment/types.php>>, (7 November 2006).

Interesting! Even though it isn't part of our assignment, I found this very informative and interesting.

Resource: <http://jonathan.mueller.faculty.noctrl.edu/toolbox/whatisit.htm>

"Defining Attributes of Traditional and Authentic Assessment

|                            |                          |
|----------------------------|--------------------------|
| Traditional -----          | Authentic                |
| Selecting a Response ----- | Performing a Task        |
| Contrived -----            | Real-life                |
| Recall/Recognition -----   | Construction/Application |
| Teacher-structured -----   | Student-structured       |
| Indirect Evidence -----    | Direct Evidence          |

Selecting a Response verses Performing a Task: On traditional assessments, students are typically given several choices (e.g., a,b,c or d; true or false; which of these match with those) and asked to select the right answer. In contrast, authentic assessments ask students to demonstrate

understanding by performing a more complex task usually representative of more meaningful application.

Contrived verses Real-life: It is not very often in life outside of school that we are asked to select from four alternatives to indicate our proficiency at something. Tests offer these contrived means of assessment to increase the number of times you can be asked to demonstrate proficiency in a short period of time. More commonly in life, as in authentic assessments, we are asked to demonstrate proficiency by doing something.

Recall/Recognition of Knowledge verses Construction/Application of Knowledge: Well-designed traditional assessments (i.e., tests and quizzes) can effectively determine whether or not students have acquired a body of knowledge. Thus, as mentioned above, tests can serve as a nice complement to authentic assessments in a teacher's assessment portfolio. Furthermore, we are often asked to recall or recognize facts and ideas and propositions in life, so tests are somewhat authentic in that sense. However, the demonstration of recall and recognition on tests is typically much less revealing about what we really know and can do than when we are asked to construct a product or performance out of facts, ideas and propositions. Authentic assessments often ask students to analyze, synthesize and apply what they have learned in a substantial manner, and students create new meaning in the process as well.

Teacher-structured verses Student-structured: When completing a traditional assessment, what a student can and will demonstrate has been carefully structured by the person(s) who developed the test. A student's attention will understandably be focused on and limited to what is on the test. In contrast, authentic assessments allow more student choice and construction in determining what is presented as evidence of proficiency. Even when students cannot choose their own topics or formats, there are usually multiple acceptable routes towards constructing a product or performance. Obviously, assessments more carefully controlled by the teachers offer advantages and disadvantages. Similarly, more student-structured tasks have strengths and weaknesses that must be considered when choosing and designing an assessment.

Indirect Evidence verses Direct Evidence: Even if a multiple-choice question asks a student to analyze or apply facts to a new situation rather than just recall the facts, and the student selects the correct answer, what do you now know about that student? Did that student get lucky and pick the right answer? What thinking led the student to pick that answer? We really do not know. At best, we can make some inferences about what that student might know and might be able to do with that knowledge. The evidence is very indirect, particularly for claims of meaningful application in complex, real-world situations. Authentic assessments, on the other hand, offer more direct evidence of application and construction of knowledge. As in the golf example above, putting a golf student on the golf course to play provides much more direct evidence of proficiency than giving the student a written test. Can a student effectively critique the arguments someone else has presented (an important skill often required in the real world)? Asking a student to write a critique should provide more direct evidence of that skill than asking the student a series of multiple-choice, analytical questions about a passage, although both assessments may be useful."