

Student Self-Assessment: An Essential Component of the Formative Assessment Process

Formative

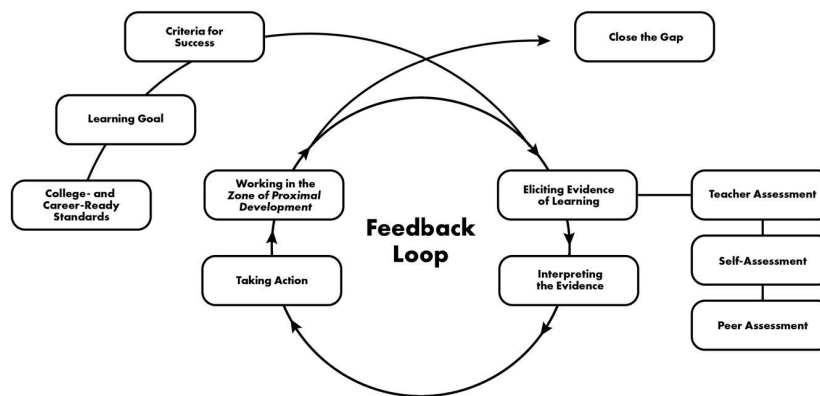
Interim

Summative

Self-assessment is an essential part of the formative assessment process, which is “a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended learning outcomes and support students to become self-directed learners” (CCSSO FAST SCASS, 2018).

When students and teachers engage in the formative assessment process, a feedback loop is created. The feedback loop provides actionable evidence of learning to the teacher so adjustments in instruction can be made, and provides information to the student so they can take active steps to move their own learning forward (Heritage, 2011).

Self-assessment, or the process through which students gather information and reflect on their progress in relation to a clearly defined learning target is the second part of the feedback loop (What is Self-Assessment?, 2020). The image below shows the Formative Assessment Feedback Loop.



Through the three-part process of self-assessment, students will:

- come to know and understand the learning target
- evaluate the quality of their thinking and performance to monitor their current position and progress toward the learning target,
- acquire the knowledge, strategies, and skills to close the gap between their current position and the desired performance

(Continued on next page)

Call Center: 877-560-8378 (select appropriate option) for assistance with assessment or accountability issues

Formative

Interim

Summative

In order for students to successfully self-assess, their teachers have to provide explicit instruction and model self-assessment strategies. In addition, for students to become aware of and advance toward the learning targets, teachers must:

- make clear the success criteria that will be used for evaluation of students' work
- model how the success criteria is to be used
- provide ample opportunities for students to practice using the criteria to assess their work
- allow students time to reflect and help them to take the steps necessary for improvement (What is Self-Assessment?, 2020)
- avoid using self-assessment to count towards a grade or points earned, which could create a negative effect over time (Andrade & Valtcheva, 2009).

Self-assessment can benefit students in the short term by helping them to improve performance on a particular assignment or task, and in the long term by helping them to develop powerful habits of self-regulated learning (Andrade & Valtcheva, 2009).

For more information, check out the **Resources** and the **Put Into Practice** sections on the next page.

References

Andrade, H., & Valtcheva, A. (2009). Promoting Learning and Achievement Through Self-Assessment. *Theory Into Practice*, 48(1), 12-19. Retrieved from <https://www.tandfonline.com/doi/full/10.1080/00405840802577544>

Heritage, M. (2011, Spring). Formative Assessment: An Enabler of Learning. *Better: Evidence-Based Education*.

Heritage, M. (2021). Formative Assessment in a better Assessment Future. *Building a Better Assessment Future*. Virtual: Michigan Assessment Consortium.

Revising the Definition of Formative Assessment: By the Formative Assessment for Students and Teachers (FAST). 4-7). Washington, D.C.: CCSSO. Retrieved from <https://ccsso.org/sites/default/files/2018-06/Revising%20the%20Definition%20of%20Formative%20Assessment.pdf>

What is Self-Assessment? (2020, January). *Michigan Assessment Consortium*.

Consider participating in the Michigan Assessment Consortium's Assessment Learning Network (ALN) session on "Leveraging the Power of Formative Assessment: Using Self- and Peer Assessment to Promote Meaningful Student Engagement." Participants will analyze research, highlighting professional learning resources and providing classroom examples of self- and peer assessment. This ALN session will take place from 9:30 a.m. to 3:00 p.m. on April 8, 2022, at the University Club in Lansing, Michigan.

For more information, and to register, visit <https://www.michiganassessmentconsortium.org/event/leveraging-the-power-of-formative-feedback-using-self-and-peer-assessment-to-promote-meaningful-student-engagement/#resources>

Formative

Interim

Summative

Resources

Formative Assessment: An Enabler of Learning (2011)

Margaret Heritage explains why the formative assessment process is a powerful tool for informing instruction and advancing student learning.

<http://www.michiganassessmentconsortium.org/wp-content/uploads/FA-Heritage-an-enabler-of-learning.pdf>

Promoting Learning and Achievement Through Self-Assessment (2009)

In this paper, the authors advocate for self-assessment as an integral and essential part of the formative assessment, and student learning, processes.

<https://www.tandfonline.com/doi/full/10.1080/00405840802577544>

What Is Self-Assessment? (2020)

This Assessment Learning Network Learning Point article describes the process and power of self-assessment to boost student learning.

<https://www.michiganassessmentconsortium.org/wp-content/uploads/LP-SELF-ASSESSMENT.pdf>

Put into Practice

Want to know more about the Formative Assessment Process? Download this document, [An Overview of the Formative Assessment Process](http://famemichigan.org/wp-content/uploads/2021/09/OverviewFAME.pdf) (<http://famemichigan.org/wp-content/uploads/2021/09/OverviewFAME.pdf>), published by the FAME research and development experts, to share with your colleagues and leadership team in your school and district.

For more information about FAME research, resources, and professional learning on the formative assessment process, and how to become a FAME coach, visit the [FAME Michigan web page](https://famemichigan.org/) (<https://famemichigan.org/>).