



WHAT'S NEW IN STUDENT ASSESSMENT?

*Involving Students in
Their Own Assessment*



Overview:

In schools today, students are encouraged to be actively involved as partners in learning. One way in which teachers encourage this partnership is by involving students in their own assessment. Teachers encourage students to look closely at their own work, performance, or behaviour compared to specific expectations or learning goals (criteria), and identify what it is they need to be demonstrating in order to be successful. This process provides students with immediate, descriptive feedback to guide their learning. They can set goals for improvement. Student self-assessment takes place during the learning process and helps student know how they are doing, what they need to do next, and how best to do this. We refer to this as Assessment FOR learning.

What does this look like?

When students are involved in their own assessment they:

- Take greater responsibility for their own learning.
- Know what they are learning and why they are learning it.
- Know the criteria, or what counts, in order to be successful with their work, performance, or behaviour.
- Are able to look carefully and critically at their own work, performance, or behaviour and make judgments about how these meet the criteria.
- Are able to identify goals or next steps.
- Are able to collect samples of work that provide evidence of learning.
- Are able to communicate their learning to others (e.g., teachers, other students, parents/guardians).

Suggestions for parents/guardians to support their students:

Talk to your student about their work or behaviour and ask them questions such as ...

- What did you learn from this?
- What are you able to do now that you weren't able to do at the start of the year, or term, or course?
- What is your favourite piece of work? Why?
- What is one thing you are really proud of?
- What is one thing you would do differently next time?

Look through your student's work samples or classroom for examples of criteria. Ask your student what they mean and how they are used.

*When parents are involved in talking about learning with their children, children achieve more.
The more parents are involved, the higher the student achievement levels. (Henderson & Berla, 1994)*

For more information, review our divisional assessment policy at:

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