

AER GAINS Video Series – Self-Assessment Transcript

Segment 4: Feedback on Peer and Self-Assessment (11:20)

Narrator:

Self-assessment is essential to learning. It leads to learning that cannot be achieved otherwise, and helps students become independent learners. When peer- and self-assessing, students gather information about their learning; reflect on how well they are learning; and plan next steps to improve their learning.

Quote on screen: If students receive specific feedback often and regularly, it enables better monitoring and self-regulation of progress by students. Nicol & MacFarlane-Dick (2006)

In previous segments, students learned to define and apply the look fors in self-assessing their work. In Phase III you will observe teachers and students offering feedback on their feedback. Peer assessment allows students to develop and practice their skills in giving and receiving feedback.

T: I'm going to ask you now to work in partners. One of you is going to choose the cone to find the volume; one of you is going to choose the pyramid to find the volume. Try a solution, paying very close attention to your success criteria, and when you're finished that, we're going to take an opportunity to peer assess each other's work.

When peer assessing, students tend to be more receptive to feedback from peers and use language they can readily understand. Initially, students may face some challenges in using success criteria and descriptive feedback effectively. However, students' skill and comfort in assessing their work increases when teachers:

- *First model feedback for their students*

T: I want to take a look at how I would self-assess this because that's what I'm going to ask you to do in just a few moments. Now, I want to take a look at my success criteria that I have on the board and see if I've covered everything here. It looks like I've got a diagram, labelled correctly. I have my formula chosen correctly. We have $\text{Volume} = \text{Area of the base} \times \text{height} \div 3$ and we've substituted the area of the base which is a circle, so we're good with the formula.

- *Offer opportunities to students to practise these skills*

S1: You think I did, like, the right formulas and everything in it?

S2: You should have showed the $V \text{ equals } A(\text{base}) \text{ multiplied by } h \text{ over } 3$ for the full formula.

- *Give students descriptive feedback on the quality of their peer and self assessments Rolheiser and Ross (2000)*

T: I was walking around while you were doing the feedback on your charts and you gave some excellent feedback and I heard some excellent discussion going on. I heard lots of you talking about the criteria and looking to see whether they had the description of what

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they drew, why they drew it and how they drew it, and I also heard a lot of people talking about the language and vocabulary to see if there was some descriptive vocabulary.

Student and teacher feedback on feedback should focus on the strengths and improvements related to the success criteria while avoiding making judgements.

T1: We've talked four or five strengths in this sample. Let's talk about some next steps. What suggestions do you have - really helpful, constructive suggestions - that we could give to this student?

S: They need to use capitals at the beginning of sentences.

T1: At the beginning of a sentence, sure. Something else?

S2: They could use different tools to help their spelling.

T1: Such as?

S2: The dictionary, their textbook, and, since it's typed, the word check.

T1: Excellent. Yep, do a spell check, good.

S3: Define how the energy sources generated into electricity.

T1: I think that's something that needs to be done. The student needs to explain how this energy, or how each type of energy, is converted into electricity. Good. You've done an excellent job of providing feedback to this student and now he or she will be able to use the strengths, and feel very good about the learning that they've already accomplished, and then the student will look at the next steps you've provided, and they'll have an idea about how they can improve their learning for the next time.

T2: So Angela and Faith, I would like you just to share one piece of feedback that you've given to each other and I'm just going to listen in.

S4: Um, your first and last paragraph sounded like the same thing. They both sounded like you were describing how you made it.

S5: OK, well I thought that you did a great job describing how you made your land bridge thingie because it talked about like how you made the details.

T2: Angela, it looks like you might want to offer a little bit more. So remember I talked about having something that described that they did well and something that they didn't include - so you've got that there Angela - and then what a next step there might be to help them include it when they're doing their final draft.

Since these skills are new to many students, begin small and allow students to practise in small chunks, and provide feedback on what they are practising.

T1: Will and Ryan, you've had a chance now to do some self-assessment on your work, and then you had an opportunity to give each other some peer feedback. And I noticed what you did really well was you took a look at the success criteria chart. You found

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items that were on that chart and you were able to tell each other what each of you did well, and you were also able to suggest areas of improvement. I think you've done a great job.

T2: Tessie, do you have some feedback that you've created that will help Matt to identify strengths and areas for improvement?

S: Two things you did well at are explaining how the energy source is created and how it works. Two next steps for you could be to try to remember to put two negative and positive effects on the environment and to remember to check your spelling mistakes by using the word wall, your duo tang notes and your textbook.

T: OK, and similarly Tessie you were able to provide Matt with several next steps but also how to achieve the next steps. So for example with confirming his spelling you were able to give him four choices of things that he could use to help him confirm his spelling next time. Well done.

As students become skilled at describing what is

- *Done well,*
- *Needs to improve, and*
- *How to improve,*

teachers can gradually release responsibility to students.

S1: When I peer assessed your work, I thought you did well at using correct science vocabulary and describing the positive effects on the environment from those energy sources. A next step for you could be to use tools like the dictionary or your textbook to confirm your spelling. Another next step for you could be to make sure you include 3 paragraphs instead of 2.

S2: Sierra, I think you're strong at following criteria. A next step for you would be to make your paragraphs longer and add more detail.

T: OK, so Sierra and Rachel, there were a couple of things I really like about the feedback you gave one another. First of all, you were able to provide each other with a couple of very good next steps to follow, ways that they could improve on a future assignment, so they're able to take that feedback and use it right away in another assignment. Rachel, when you're giving Sierra feedback, it's important that we talk about being positive – which you've done, which is excellent – but we need to talk about being constructive or helpful. So rather than telling Sierra she's strong at following criteria, what we want to do is identify the specific criteria that you're talking about. OK, so Sierra's going to have a better idea of exactly what you want her to be strong at, or what you think she's strong at, or what you feel she needs to improve on. OK? But I do really like how you were able to provide that next step to her.

An exit card is an excellent way to ease students into self-assessment. It serves as an opportunity for students and teachers to give and receive feedback on their feedback.

T: I've given you each an exit card. We've done this many times – you know how we do these. Take a look at the questions: Two things I understand better; one thing that I'm still struggling with; and this is what I will do to improve. So I want you to think very

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carefully about these questions. Remember that these exit cards will be what I look at tonight so I know where I'm going tomorrow with our lesson.

Students can reflect on their learning and plan next steps. Teachers can respond to the quality of their feedback when needed while adjusting and differentiating instruction based on the feedback.

Text on screen: Create a portfolio

T: OK boys and girls, one of the things that I'd like to do with you is start creating some portfolios of your best work.

Ongoing self-assessment can be developed and sustained by encouraging students to gather evidence of learning in a portfolio. A portfolio is an organized, purposeful collection of student work that displays learning over a period of time.

T1: So for your SMART goals that you're going to make for your portfolio, we need to make sure that we're keeping in mind that they're Specific, Measurable, Achievable, Realistic, and Timed.

T2: OK Brittany, you have your portfolio here. I'd like you to tell me why you selected this piece to put in.

S: I selected it because I think it's a good example of a good piece of work for me.

T2: Can you tell me a little bit about what makes it a good piece of writing for you?

S: OK. First of all, I used a lot of quotes and every character in my article has a quote, and I also have characters that differ from each other.

T2: OK, very good. Is there anything else that makes it a good piece of writing for you?

S: Um, I have good punctuation, good grammar.

T2: OK, so you really think, then, that this is a good example of your writing?

S: Yeah. When I went through the success criteria, everything met the criteria.

T2: Great. Thanks Brittany.

When collecting and communicating learning through a portfolio, students;

- *Identify the knowledge and skills related to the learning goals and criteria*
- *Self-assess their work using the success criteria*
- *Select pieces that represent their progress over time*
- *Reflect on the strengths, areas of improvement and next steps*
- *Conference with teacher and peers to communicate their learning to others*

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Quote on screen: Student self-assessment is crucial for feedback to be used effectively. Students are the ones who must ultimately take action to bridge the gap between where they are and where they are heading. Sadler (1989)

A viewer's guide has been developed to enhance your professional learning while viewing this video. The self assessment inventory in this viewer's guide is intended to help assess your current practice, guide your professional learning and measure your growth over time as you continue to use this resource.

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Segment 5: Setting Learning Goals (13:14)

Narrator:

Self-assessment is essential to learning. It leads to learning that cannot be achieved otherwise, and helps students become independent learners. When peer- and self-assessing, students gather information about their learning; reflect on how well they are learning; and plan next steps to improve their learning.

Quote on screen: Self assessment asks students to make choices about what to focus on next in their learning. When students make choices about their learning, achievement increases; when choice is absent, learning decreases. Davies (2008)

Once students learn to recognize, describe, and apply success criteria, they can use their self and peer assessments to plan next steps.

T1: OK Grade 6, the final step in our continuum of assessment and self-assessment is to create a learning goal. We're going to be using the success criteria that we came up with and we're going to be using the self-assessment – and, in this case you have two peer assessments that you can also use – to create your learning goal. Your learning goal needs to focus on – not on something that you are doing well at this time. It needs to focus on something that you need to improve at. So it's your next step that you're focusing on.

T2: I want you to take what you've just told me there and try to put it into a goal in one sentence. What do you think?

Self-assessment provides specific feedback linked to success criteria and helps students to identify improvements. These improvements identify the next steps in the journey to improve learning.

T1: OK, I see that you have your learning goals now. Can you just tell me a little bit about what you need to do next time for your writing?

S1: Ah, yeah. I need to try to make the paragraphs longer and include more interesting details in my paragraphs, and also I need more facts and supporting details.

T1: OK, good. I see that your learning goals are tied directly to the criteria and I think that's a good start for you to begin your next writing project.

T2: OK Grade 6, when you're creating your learning goal there are a couple of things you need to remember. It needs to be **specific**. It needs to be **measurable**. You need to be able to tell if you have achieved it or not. It needs to be **action-oriented**, so you need to be able to do something in order to achieve that goal. It needs to be **realistic**, so it needs to challenge you but you also need to be able to have a chance to meet your goal in order to experience success. And, finally, it needs to be **timely**. You need to have a timeframe in which you will complete your goals.

Text on screen:

Smart

Measurable

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Action-Oriented
Realistic
Timely

T2: Today I'm going to ask you to create a learning goal based on the science assignment that we've just completed.

Progressive next steps lead the way to the development of SMART learning goals which guide students to where they are going. When teachers set time aside to coach their students in goal setting, their goals become more specific and realistic, and incorporate action plans to improve.

T: OK Erin, I can see that you're trying to create a learning goal for the next science unit. Let's take a look at the feedback that you have received from Madison on this assignment. What types of next steps has she suggested for you?

S: Using science vocabulary.

T: OK, so that gives you a great idea for what you could focus on as your next learning goal.

S: OK.

T: So what is the what?

S: The science vocabulary?

T: Right. So let's get that down. So you have your timeframe and you have the what. Now where would you be using the science vocabulary?

S: On assignments?

T: Right. So let's take a look at the criteria that we talked about. Your learning goal has a timeframe, it is specific, it is achievable so it's realistic. What types of next steps could you do to help yourself achieve this goal? So where would you find science vocabulary to use in your assignments?

S: In my textbook and in my duo tang.

T: So let's see if we can incorporate those ideas into your learning goal. Could you read your goal for me from start to finish?

S: By the end of the next science unit, I will improve on adding more science vocabulary on my assignments. I can find science vocabulary in my textbook and duo tang.

T: Excellent Erin. You've accomplished two things here: you have a learning goal in mind and you've also explained to me how you're going to achieve your learning goal. Well done.

T2: Hi Heather. So you've had a few minutes to think about this now. Would you like to share that learning goal with me?

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S: Yeah. I will be able to draw diagrams correctly and identify what I know and don't know.

Each progressive next step and new learning goal helps close the gap between where they are and where they are going with respect to the learning goal. Typically, teachers play a critical role in coaching students in goal setting. They can:

- *Give specific feedback on the student's goals*
- *Record the specific actions to achieve them*
- *Follow up and monitor the student's growth toward the goals (Rolheiser and Ross, 2000)*

T: OK girls, what would a learning goal be that you could take away from this assignment to work on in your next piece of writing? Danielle?

S1: I think I could overlook it a couple more times than I already did and, like, read it word-for-word out loud so I could hear what it sounds like.

T: Is there something that's showing up on here that you think that you might want to remember for your next piece of writing?

S: I should, like, add more detail to some of the words I'm saying. Like, I could use more descriptive words.

T: I think that's a really good goal for you, and do you know what you could use to help you with that?

S: I could maybe look in the thesaurus and look for more, like, exciting words.

Self-assessment teaches students to set individual learning goals; self-reflection teaches them to become self-directed, independent learners. What do students need to know about self reflection? Self-reflection about learning is guided by three questions:

- *Where am I now in my learning? Students reflect on whether criteria have been met and on their progress toward the goal.*
- *Where am I going? Encourage students to think about what they need to focus on next in their learning.*
- *How do I get there? Attaining the goal requires students to think about setting learning goals and developing action plans.*

Text on screen: SELF REFLECTION

You can help students take a reflective approach to their learning by inviting students to reflect on their learning in brief learning conversations and providing feedback through modeling and guided practise.

S1: Jeremy, one other thing you did well was defining examples of physical and chemical changes, and then the second suggestion I have for you to take into consideration is to remember that a liquid is something with no definite shape but it does have definite volume.

Text on screen: FEEDBACK ON SELF ASSESSMENTS

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T: Caitlin, I really like how your feedback to Jeremy was very specific. Well done. Jeremy, after you looked at Caitlin's assignment, did you have a chance to figure out some strengths that Caitlin had but also some areas that she could improve on?

S2: I think you did really well at giving examples of solids, liquids, and gases. Another thing you did well at is explaining physical and chemical changes. Two things I think you need to improve on is underlining your title and describing a gas with more detail.

T: Great, and Jeremy, I really like how you focus on your second next step, which is to describe gas with more detail. So Caitlin was using the success criteria and she did describe each gas, but in order to learn even more about each one she could add some more details in those areas, so that was a great suggestion.

Text on screen: SELF REFLECTION

Students reflect on their learning by responding to open-ended questions posed by the teacher.

T: OK boys and girls, the last thing that I want to do here is just to think about what we learned in this unit and just do some self-reflection on it. So I've put some questions up here on the SMART Board for you that I'd like you to answer in your journals and they're all reflection questions based on our unit. Who can read number one for me? Chantal?

S1: What is one of the things you learned in this unit?

T: OK, number two. Tatiana?

S2: What are some successes you experienced in this learning?

T: Go ahead Daniel.

S3: I'm not really a good drawer and I got to draw. I thought I did a really good drawing on it.

S4: What are some challenges you faced while learning?

S5: Something I found challenging was trying to remember specific details about different cultural regions.

T: Who wants to share number four?

S6: What are some of the strategies you used to help you learn?

S3: Looking at the criteria for it.

T: OK, so you found that helpful to have the criteria so you could see it.

S7: What might you do differently next time?

T: OK, Cody, how about you?

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S8: For when we're writing about our co-constructed criteria you should check it multiple times.

T: OK, so looking over it numerous times as you're writing your reflection.

S2: I was wondering maybe after, um, if after we're done our reflection journal can we maybe switch with a partner and ask if, um, like, it's OK?

T: Absolutely. So Tatiana's got a good idea. So boys and girls, looking over those five questions I would like you to take out your journals and write the title "Reflection Journal" at the top for this unit and you can write down your answers in full complete sentences in there.

Text on screen: SELF REFLECTION

What did you learn?

What worked?

What didn't work?

What might you do differently?

T2: This looked like a really interesting project. Tell me what you've learned about doing this project.

S1: Uh, it took a lot of planning out, and it took a lot of time and work and effort. And what we learned was how to figure out the volume of a composite figure and these two 3-D shapes.

T2: And what would you do differently if you had to start this project all over again?

S2: Well, we probably...we should have read the success criteria better because we kind of overlooked the part about making a composite figure around instead of just the course, so we tried to add it in at the last minute with our semicircle and curving the rocks in, but I think we could have done better.

Self-reflection tools, such as exit cards, checklists, feedback logs, and learning journals encourage students to think about their learning and think about their thinking.

T: Ladies and gentlemen, you have your journals out right now. You know we often write our reflections in our journals. Today I want you to reflect on the learning goal that we had for today and in your journal please write to me and tell me how you can improve your work using the success criteria that was given on the board. So think back to what you did as a question, what your partner suggested to you for their feedback, and what those improvements need to be for your solutions. Put today's date in your journal and "what I need to improve according to our success criteria".

As students grow in their ability to self-assess, self-monitor, and self-direct their learning, they become more actively involved in their learning, take ownership for their learning, and move closer to becoming independent learners.

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S: I feel much more confident now to give other people feedback because we've been doing it for a while and so, it's kind of, you get used to it. You kind of see where you're messing up and where you're able to keep going.

Text on screen: By explicitly teaching students how to set appropriate goals as well as how to assess their work realistically and accurately, teachers can help to promote this upward cycle of learning and self-confidence. Ross (2006)

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