Def: Assessment is deciding, based on evidence, the degree to which goals have been achieved. Self-assessment: you assess the degree for your performance.

WHY IMPORTANT?

1. Motivates us.
2. Develops confidence.
3. Helps us to see where we are.
4. Skill needed throughout life.
5. Guides us in modifying our life.

PRETEST:
Use an "X" to summarize your current **awareness** and **skill**
TIME ____ FINISH BY ____

OBJECTIVES.....

**Misconceptions about assessment**
is **not** evil; not something to be avoided
is **not** an assessment about persona worth
is about performance
is based on **evidence**
MPS 3: Self-assessment

Why important for learning?

Provides internal motivation for learning.

Gibbs says

"Whoever owns the assessment, owns the learning.

Novak and Schwab say

assessment is one of 5 key elements of effective learning

MPS 3: Self-assessment

Why important for life?

Your performance will be assessed by others; you should know what is expected in the assessment process.

You will assess the performance of others; you should know how to do it empathetically and correctly.

Self-assessment builds your self-confidence.

MPS 3: Self-assessment

Example of assessment

Draw a perfect circle.

Score out of 10
MPS 3: Self-assessment

For assessment to be valid, reliable, explicit
the main issues are:

- Observable objectives
- Available resources
- Measurable criteria
- Provides evidence

Assessment

MPS 3: Self-assessment

Research evidence that self-assessment is reliable and valid:

Teacher as standard: Brown and Pendlebury “Assessing Active Learning” 1992

<table>
<thead>
<tr>
<th></th>
<th>within ±10%</th>
<th>underestimate -10%</th>
<th>overestimate +10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>76%</td>
<td>23</td>
<td>1</td>
</tr>
<tr>
<td>Peer</td>
<td>80%</td>
<td>6</td>
<td>14</td>
</tr>
</tbody>
</table>

Our data: Contract as the standard. We have four marks: exam, term, contract and self-assessment

<table>
<thead>
<tr>
<th></th>
<th>within ±5%</th>
<th>underestimate -5 to -10%</th>
<th>underestimate -10%</th>
<th>overestimate 5 to 10%</th>
<th>overestimate &gt;10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self</td>
<td>78%</td>
<td>7%</td>
<td>2%</td>
<td>13%</td>
<td>0%</td>
</tr>
</tbody>
</table>

MPS 3: Self-assessment

The route ahead

Example #1: brush my teeth

- Creating objectives
- Making them observable

Joe’s goals

- Creating criteria
- Examples “string”

Criteria for teeth: revise goals

Example #2
Your personal goals

Example #3
Job application “Spruce Mills”

Example #4
Journal writing

MPS 3: Self-assessment

Goal: __brush teeth

Subgoal Identification

Evidence sheet _____
list some subgoals

TIME ____ FINISH BY ____
Obtaining observable goals:

You should know the difference between a circle & an ellipse.

At the end of this activity you will know atomic structure.

Given the name of an element, you will write out the state of the orbitals using spectroscopic notation...

Obtaining observable goals:

DO NOT USE

- know
- feel
- understand
- be aware of
- plan
- interpret
- solve
- size

vague criteria such as:
- silent
- valuable
- good
- worthy
- inexpensive

USE

- describe
- point to
- construct
- calculate
- determine
- write out
- list
- show how to

< 50 db at 3 m
< than $50

Obtaining well-stated Goals

As ____________________________

For Joe’s goals, circle a response to show whether the stated goal is unambiguous and observable or not.

Evidence sheet ____________

TIME ____________________________

DISCUSS

TIME ____________________________

Repeat the activity for “Brush your teeth”

Evidence sheet _______ and revise as needed.

TIME _____ FINISH BY ______

Criteria

Def: measuring instrument used to assess merit, value, worth, acceptability, goal reached.

Goal

To operate a car safely on a 4-lane road so that can stop in time if the car Ahead stopped suddenly

Criterion

Speed of reflexes < 3 s

Distance separating cars > 15 m

Be creative

Generate 50 ideas in 5 min

Ideas in > 7 classes

Open car door with key

Select correct key in 2 attempts

Insert key the full depth in 2 attempts

Rotate the key so that the lock pops up & door can be opened in 2 attempts
MPS 3: Self-assessment

Worksheet _______ as individual
do problems _________

TIME ____ FINISH BY ____

Discuss with neighbour

MPS 3: Self-assessment

Leader summary

Your criteria

How I can sue and get
the $3 million?

MPS 3: Self-assessment

Obtaining criteria

As _______________

for each well-stated subgoal identify

a measurable criteria

Evidence sheet _______

and revise as needed.

TIME ____ FINISH BY ____

Summarize for yourself

Use reflection sheets

MPS 3: Self-assessment

Example #2 Personal goal

Activity

For a personal goal: cook, dance,
manage stress, time management, lose
weight, exercise program

create observable goals,
measurable criteria, and
types of evidence you will gather
over the next two months

TIME ____ FINISH BY ____
Assess your skills for a resume
- be quantitative
- initiative shown
- commended for
- communication/leadership
amount of supervision

Initial effort
I play the piano.
Swept the floors in hospital
lifeguard at a pool

Improved:
Grade 9 RCM
lead 10 sing songs per year
perform under pressure

Rewrite the description of activity so as to include the descriptors, extent, responsibility, initiative
As ___ Individual ___ TIME ______

Discuss with neighbour:
**************

Example: Store clerk
"handled over 20 customers/day; sales about $1000/day, managed complaints, commended for my poise with difficult customers, developed accountability, good interpersonal skills"

Quantitative: 20, $1000
Identified skills developed here: accountability, interpersonal skills, poise
EMPLOYERS ARE LOOKING FOR YOUR UNIQUE SKILLS AND HOW YOU KNOW YOU HAVE THESE.

EXAMPLE SKILLS:
- COMMUNICATION
- LEADERSHIP
- MATURITY
- TAKE ADVANTAGE OF LIFE'S OPPORTUNITIES
- HAVE SHORT AND LONG TERM GOALS
- HAVE BALANCE IN LIFE

NATURALLY, WE WANT TO SAY "I'VE GOT THEM ALL!" BUT WE NEED EVIDENCE.

SKILLS YOU BRING: LIST 7 BITS OF EVIDENCE ABOUT WHERE THE SKILLS WERE DEVELOPED

FOR EACH LISTING OF EVIDENCE:
- BE QUANTITATIVE: HOW MUCH? HOW MANY?
- MAKE CONSISTENT WITH SKILLS CLAIMING

PUTTING IT TOGETHER: EXAMPLES:

"FROM MY WORK AT THE HOSPITAL AND THE CHILDREN'S CAMPS, I CAN WORK WELL WITH OTHERS, PERFORM WELL UNDER STRESS AND SHOW INITIATIVE."

"BECAUSE I HAD A CHANCE TO TRAVEL WIDELY AND TO LIVE IN DIFFERENT COUNTRIES, I GAINED INVALUABLE INSIGHT INTO PEOPLE AS RACES AND AS INDIVIDUALS. AS A RESULT I CAN ADAPT QUICKLY TO NEW SURROUNDINGS AND TO PEOPLE WITH DIFFERENT SOCIAL VALUES."

PROVIDE A RESUME, A COVERING LETTER FOR A SUMMER STUDENT IN THE ENGINEERING DEPARTMENT OF SPRUCE MILLS PULP AND PAPER

ACTIVITY:

DISCUSS WITH NEIGHBOUR THE RESUME OF MARY JANE

TIME ________

WRITE REFLECTIONS ABOUT ASSESSMENT AND ABOUT RESUME WRITING AS AN APPLICATION OF SELF-ASSESSMENT

TIME ________
MPS 3: Self-assessment: Example #4 Journal

In the MPS program, three applications are expected:

**Build skill** in class activity in subject-independent domain

**Bridge** to apply in subject-dependent domain

**Extend** to apply to everyday life

Build: evidence is worksheets from class

Bridge: evidence is some worksheets from class and your reflections & evidence about the application of the skills in school courses.

Extend: evidence is your reflections & evidence about the application of the skills in your everyday life.

<table>
<thead>
<tr>
<th>MPS 3: Self-assessment Example #4 Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong> Awareness</td>
</tr>
<tr>
<td><strong>Date:</strong></td>
</tr>
<tr>
<td><strong>Rate achievement of objective</strong></td>
</tr>
<tr>
<td><strong>Objective no.</strong></td>
</tr>
<tr>
<td>Number evidence sheets, attach, and</td>
</tr>
<tr>
<td>discuss here as each pertains to a</td>
</tr>
<tr>
<td>specific goal</td>
</tr>
<tr>
<td><strong>#2, silent periods</strong></td>
</tr>
<tr>
<td>Tables 1 and 2 show the evidence sheets</td>
</tr>
<tr>
<td>completed by two different listeners.</td>
</tr>
<tr>
<td>Table 3 gives my reflections. I found</td>
</tr>
<tr>
<td>that it was difficult to keep talking</td>
</tr>
<tr>
<td>at first. As the workshop continued my</td>
</tr>
<tr>
<td>confidence increased. The listeners</td>
</tr>
<tr>
<td>helped develop my skill. Since I had no</td>
</tr>
<tr>
<td>silent periods, I have achieved</td>
</tr>
<tr>
<td>Objective # 1.</td>
</tr>
<tr>
<td><strong>#3, listener</strong></td>
</tr>
<tr>
<td>Table 5, feedback evidence from the first</td>
</tr>
<tr>
<td>TAPPS activity, shows that I was rated</td>
</tr>
<tr>
<td>as &quot;too quiet&quot;. My reflections, given</td>
</tr>
<tr>
<td>in Table 3, were that I wanted to solve</td>
</tr>
<tr>
<td>the problem. I overcompensated by being</td>
</tr>
<tr>
<td>very quiet. I still have to work on this</td>
</tr>
<tr>
<td>skill. The evidence suggests that I have</td>
</tr>
<tr>
<td>about 60% of the listening skill.</td>
</tr>
<tr>
<td>Although I feel I am better than this,</td>
</tr>
<tr>
<td>I need to collect evidence over the</td>
</tr>
<tr>
<td>next weeks to demonstrate that my</td>
</tr>
<tr>
<td>listening skills have improved.</td>
</tr>
</tbody>
</table>

MPS 3: Self-assessment

**SUMMARY:**

Use an "O" to summarize your current **awareness** and **skill**

**TIME _____ FINISH BY _____**

**OBJECTIVES.....**