How to embed **self-assessment** practices into the curriculum

This poster has been created by Rowena Simmons (r.simmons@worc.ac.uk).
It is underpinned by Yan and Carless' (2022) model of self-assessment.

Step 1: Determining and applying assessment criteria

Note: Quality assurance procedures (Yan and Carless, 2022) and time constraints (Kilgour, et al., 2020) may prevent co-construction for all modules and courses.

- Co-construct rubrics with learners from class dialogue or share and discuss an educator-constructed rubric.
- Enable students to apply the criteria to the work of their peers, different quality exemplars or to their own work.

Step 2: Self-reflection

Note: If the quality of work being reviewed cannot be guaranteed, educators should provide exemplars of high- and low-quality (Nicol and McCallum, 2021).

- Encourage learners to produce a draft response to the assessment task, followed by an initial self-assessment of their work.
- Enable students to compare their work with different quality exemplars, or by reviewing the work of their peers (Nicol and McCallum, 2021).
- Ask students to make any comparisons explicit, by producing a written account (Yan and Carless, 2022) or by participating in a conference (McMillan and Hearn, 2008). The following prompts should be provided as guidance: “What are the main differences between your work and that of others? From analysing other work, what can you do to improve your own assignment?” (Yan and Carless, 2022, p. 1123).
- Encourage students to create an enhancement plan and revise their work in accordance with the comparisons.

Step 3: Self-assessment judgement and calibration

Note: Self-evaluations can be subject to bias. To debias students’ evaluative judgements, a safe learning environment should be created. Inform students to be respectful but open to being challenged (Boud, 1999). Allow learners to choose approach to group calibration (i.e., anonymous / identifiable submission, choose partner / randomly paired).

- Ask learners to submit their assessment, along with their initial judgement, either anonymously (Brown, Andrade and Chen, 2015) or with identifiable information.
- Allow students to undertake a group calibration activity and decide whether they want to choose their partner (Cowie, 2009) or be randomly paired (Yan and Carless, 2022). Ask students to evaluate their partner's work using the grading matrix, by assigning grades and written feedback. Following this, provide time for students to compare the self and peer judgements.
- Encourage students to update their work if there is minimal difference between the self and peer grades and feedback, but provide time for recalibration if there is considerable disparity.
- Review students' work, the results of the self- and peer-assessment, and offer advice on grades and feedback if there are significant differences during recalibration.

Boud, D. (1999) ‘Avoiding the traps: seeking good practice in the use of self-assessment and reflection in professional courses’, *Social Work Education*, 18(2), pp. 121-132.
Brown, G., Andrade, H. and Chen, F. (2015) ‘Accuracy in student self-assessment: directions and cautions for research’, *Assessment in Education: Principles, Policy & Practice*, 22(4), pp. 444-457.
Cowie, B. (2009) ‘My teacher and my friends helped me learn: Student perceptions and experiences of classroom assessment’, in D. M. McInerney, G. T. L. Brown and G. A. D. Liem (eds) *Student perspectives on assessment: What students can tell us about assessment for learning*. Charlotte, NC: Information Age, pp. 85–105.
Kilgour, P. *et al.* (2020) ‘A plan for the co-construction and collaborative use of rubrics for student learning’, *Assessment & Evaluation in Higher Education*, 45(1), pp. 140-153.
Nicol, D., and McCallum, S. (2021) ‘Making Internal Feedback Explicit: Exploiting the Multiple Comparisons That Occur during Peer Review’, *Assessment & Evaluation in Higher Education*, 47(3), pp. 1-19.
McMillan, J. and Hearn, J. (2008) ‘Student Self-Assessment: The Key to Stronger Student Motivation and Higher Achievement’, *Educational Horizons*, 87(1), pp. 40-49.
Yan, Z. and Carless, D. (2022) ‘Self-assessment is about more than self: the enabling role of feedback literacy’, *Assessment & Evaluation in Higher Education*, 47(7), pp. 1116-1128.