Self-Assessments for Learning in the School Library

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VaASL Fall State Conference
November 8, 2012
How do you feel about Self Assessment?
What is Student Self-Assessment?

Students judging the quality of their work, based on evidence and explicit criteria.

(Rolheiser, 2011)
Keys to Self-Assessment Success

• Engage students in the process
• Teach students how to do it
• Make expectations student-friendly
• Make expectations clear
  – What they will be learning
  – What they will understand
  – What they will be able to do

(Rolheiser, 2011)
1. Inquire, **think** critically, and gain knowledge

2. Draw conclusions, make informed decisions, apply knowledge to new situations and **create** new knowledge

3. **Share** knowledge and participate ethically and productively as members of our democratic society

4. Pursue personal and aesthetic **growth**

(AASL, 2006)
AASL Standards for the 21st-Century Learner

• Each Standard includes
  – Skills
  – Dispositions (Habits of the Mind)
  – Responsibilities
  – Self-Assessment Strategies

• All flow in and out of each other
Interdependent Learning Process

Skills

Dispositions

Responsibilities

Self-Assessment
Student Self-Assessment

Allows students and teachers to determine
  – If the **skills** are being learned
  – If **dispositions** are being created
  – If **responsibilities** are being upheld
Types of Assessment

- **Summative** – evidence of achievement
- **Formative** – daily progress toward a goal
- **Metacognitive** – reflection of learning to improve future process and performance

(From Zmuda, 2008)

As school librarians we need to focus on **metacognitive assessment**, where student self-assessment is critical.
Assessment for Learning vs. Assessment of Learning
Assessment for Learning

• Students and teachers in partnership

• Flow of information back and forth between the two is continuous

• Kids see and understand what success looks like

• Shift of focus from grades to learning
Self-Assessments...

• Allow students to become responsible for their own learning

• Allow students to evaluate themselves in many different ways

• Allow learners to look at their work, decide why they are successful (or not), and decide what they can do to improve their work
Self-Assessments give learners ownership.
**Checklists**: Lists characteristics or behaviors needed to successfully complete assignment or task

**Rubrics**: Uses a chart layout to define components and qualities that make a product above average, average, or below average

**Rating Scale**: Uses a scale to identify criteria for a successful product.

(Church, 2010)
Tools to Use

**Learning Log**: A reflective record of a student's progress. May show what and how they are learning, as well as, how they feel about the process.

**K-W-H-L Chart**: Graphic outline of what students know, want to know, and what they have learned.

**Questioning**: Uses quality questioning to focus thoughts and reflection.

(Church, 2010)
Tools for SSA

- Ticket Out of the Door
- Portfolio
- Single Point Rubric
- Anecdotal Reflection
- Paragraph/List on What You Learned
- Google Form
How Do I Use SSA?

- Google Docs (Forms)
- Last 7 minutes of lesson
- Share form with teacher
- Use it to modify/improve lessons
What Worked - Elementary

- Rubrics with 4th and 5th
- Putting self-assessment before next step
- Review of progress to begin a new session
- Mini-conferences with research groups
- Modeling
What Worked - Middle

- Tinyurl’s (URL shortener – http://www.tinyurl.com)
- Share document with teachers through Google Apps
- Google Form process
- Graphs of responses
What Didn’t Work - Elementary

- Checklist with 2nd grade
- Making it too complicated
- Not being specific enough
- Leaving self-assessment until end of the project
- Allowing 2 minutes at the end of lesson for the assessment
What Didn’t Work - Middle

• Two facts – Don’t ask for “interesting”
  (I’m now asking for two specific things they learned and explaining what “specific” means (i.e. “I learned who Duke Ellington was,” vs. “Duke Ellington was a piano player, band leader, and jazz composer who got his start during the Harlem Renaissance.”))

• Google Form for every class period – Too much!

• Google Form for every teacher is also too much! – Combine

• Name – Apparently I need to specify First AND Last name 😊
First SSA vs. Current SSA

• First – *Giver* – http://tinyurl.com/gssssab5

• Current – *Holes* – http://tinyurl.com/holesstationsssa
What’s Next Elementary

• Recruiting classroom teachers to use it, too

• Finding/creating more tools

• Incorporating it into more lessons

• Making it a part of k - 1 check out

• Starting them young - Kindergarten

• More blog posts
What’s Next - Middle

• Encourage more **reflection** on process

• Encourage teacher buy-in

• “What will you do next time?”

• Try using fill in the blank questions that ask students to reflect more specifically on what they have done
  – "I'm doing well with ____”
  – "I'm struggling with ____"

(Fontichiaro, 2011)
What’s Next - Middle

• Investigate and play with the single point rubric

• Research and investigate other forms of SSA

• Provide feedback to students to help improve their process
  – What’s the best way to do this?
  – Work with teacher?
  – How is this possible?
Questions?
Now, it’s your turn to self-assess!

http://tinyurl.com/ssalibrarians
Works Cited


• Church, Audrey. "Student Assessment in the Library... Oh My!." VEMA Fall Conference. Virginia Educational Media Association. Hampton, VA. 2010. Lecture.


3rd Grade Become an Expert Project

Name: ________________________ Teacher: ________________________

Topic: ________________________

<table>
<thead>
<tr>
<th>K</th>
<th>W</th>
<th>H</th>
<th>L</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you know?</td>
<td>What do you want to know?</td>
<td>How will you find the information?</td>
<td>What did you learn?</td>
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<td></td>
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How well do you search OneSearch?
Learning Log

4th Grade Out of this World Research
### Making A Poster: Southeastern States Plate ABC Book

**Teacher Name:** Mrs. easid  
**Student Name:** 

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Use of Class Time</strong></td>
<td>Used time well during each class period. Focused on getting the project done. Never distracted others.</td>
<td>Used time well during each class period. Usually focused on getting the project done and never distracted others.</td>
<td>Used some of the time well during each class period. There was some focus on getting the project done but occasionally distracted others.</td>
<td>Did not use class time to focus on the project OR often distracted others.</td>
</tr>
<tr>
<td><strong>Required Elements</strong></td>
<td>The ABC book includes all required elements as well as additional information.</td>
<td>All required elements are included on the ABC book.</td>
<td>All but 1 of the required elements are included on the ABC book.</td>
<td>Several required elements were missing.</td>
</tr>
<tr>
<td><strong>Attractiveness</strong></td>
<td>The ABC book is exceptionally attractive in terms of design, layout, and neatness.</td>
<td>The ABC book is attractively in terms of design, layout and neatness.</td>
<td>The ABC book is acceptably attractive though it may be a bit messy.</td>
<td>The ABC book is distractingly messy or very poorly designed. It is not attractive.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Capitalization and punctuation are correct throughout the ABC book.</td>
<td>There is 1 error in capitalization or punctuation.</td>
<td>There are 2 errors in capitalization or punctuation.</td>
<td>There are more than 2 errors in capitalization or punctuation.</td>
</tr>
<tr>
<td><strong>Graphics - Creativity</strong></td>
<td>ABC book graphics show a great amount of creativity.</td>
<td>ABC book graphics show some creativity.</td>
<td>ABC book graphics show little creativity.</td>
<td>ABC book graphics show no creativity.</td>
</tr>
</tbody>
</table>
Bats (and 1st Graders) in the Library

Name: ________________________ Teacher: ________________________

1. How many facts did you find? ________________________

2. Do you understand the facts you found?

   Yes!

   Some of them.

   No

3. Did you find a picture of a bat?

   Yes!

   No
Ticket Out of the Door
Single Point Rubrics help students determine where they are going, where they are, what they still need to do, and how they will go beyond the basic requirements. (Fluckiger, 2010)

<table>
<thead>
<tr>
<th>Not Yet (Areas that need work)</th>
<th>Proficient (Performance Standards)</th>
<th>Evidence (How you've met the standard)</th>
<th>Advanced (Areas that go beyond the basic)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDEAS &amp; CONTENT</strong>&lt;br&gt;a) Creates a clear understanding of the writer's opinion.&lt;br&gt;b) Well-focused on the prompt.&lt;br&gt;c) Contains numerous, relevant supporting examples, reasons.&lt;br&gt;d) Contains arguments that are distinctive in approach.</td>
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<tr>
<td><strong>ORGANIZATION</strong>&lt;br&gt;a) Structural development includes a functional introduction, body, and conclusion.&lt;br&gt;b) Sequencing is thoughtful, logical, and effective.&lt;br&gt;c) Pacing is well-controlled.&lt;br&gt;d) Transitions clearly show how ideas connect.</td>
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<tr>
<td><strong>WORD CHOICE</strong>&lt;br&gt;a) Uses language that is specific and precise.&lt;br&gt;b) Uses language that seems natural and appropriate to the purpose and audience.&lt;br&gt;c) Effectively uses vivid words and phrases.&lt;br&gt;d) Avoids clichés and jargon.</td>
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</tr>
<tr>
<td><strong>VOICE</strong>&lt;br&gt;a) Shows strong commitment to the topic.&lt;br&gt;b) Engages the reader throughout.&lt;br&gt;c) Uses tone appropriate and effective for the purpose and audience.&lt;br&gt;d) Anticipated reader's questions throughout.</td>
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<tr>
<td><strong>CONVENTIONS</strong>&lt;br&gt;a) Paragraphing is sound.&lt;br&gt;b) Grammar, usage, spelling and punctuation is correct.&lt;br&gt;c) Conventions may be manipulated for stylistic effect.</td>
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## Google Forms

<table>
<thead>
<tr>
<th>Topic:</th>
<th>Live Forms:</th>
<th>Data Spreadsheet</th>
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Anecdotal Reflections

“If I were to do these learning stations again, I would work more as a team with my group and I would work a lot faster. I got a lot more done when we worked on learning about things instead of talking. When we talked, it was harder to concentrate. Next time I will try to focus more.”

- 7th Grade Science Student
“I learned about the Cotton club and how after it was bought by Mr. Madden that whites were the only ones that could come there as customers.

I also learned that Louis Armstrong was misbehaved as a boy. He even took a gun loaded with blanks and shot at a person! For this he went to a school for misbehaved kids and learned how to play the trumpet. I was amazed that such a refined and world-renowned artist could have started out as such a terror.”

“1.) I learned that Bessie Smith had an amazing life when growing up and had a beautiful voice one like no others.

2.) I learned that during the Harlem Renaissance they had many improvements with money. Many got homes and jobs but there was still a lot of depression from not having the rights they got promised.”

“1. I learned how to Control F
2. I learned that if you divide up the work and then share it, it goes a lot faster”

- 7th Grade History Students