

SOME REFERENCES ABOUT SSA



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Initial Formative
Diagnostic Continuous
Authentic Sustainable
Qualitative Normative
Co-assessment Hetero-assessment
Quantitative Summative
Competencial Vial
Criterial
Self-assessment
Between equals Final.

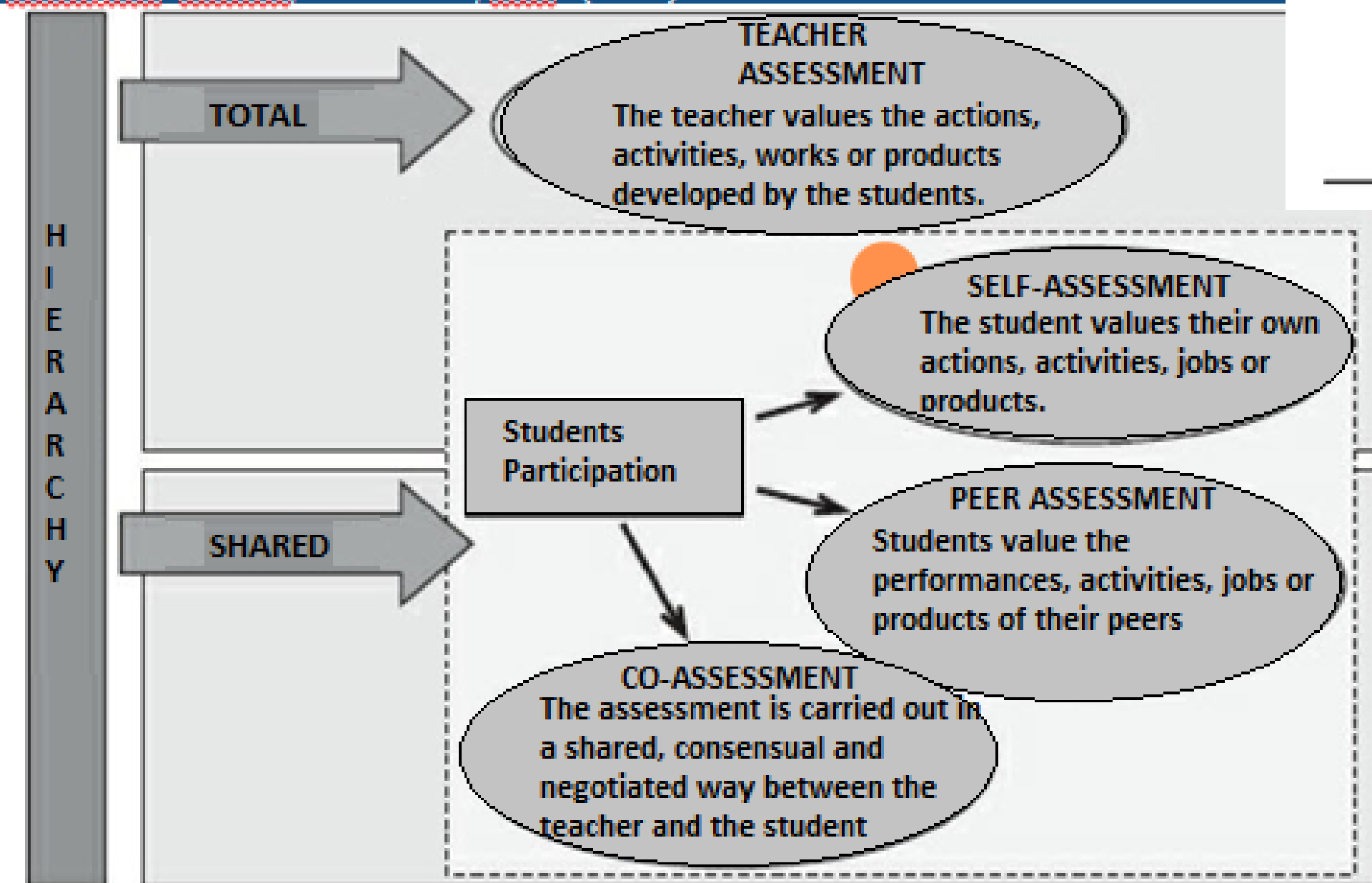
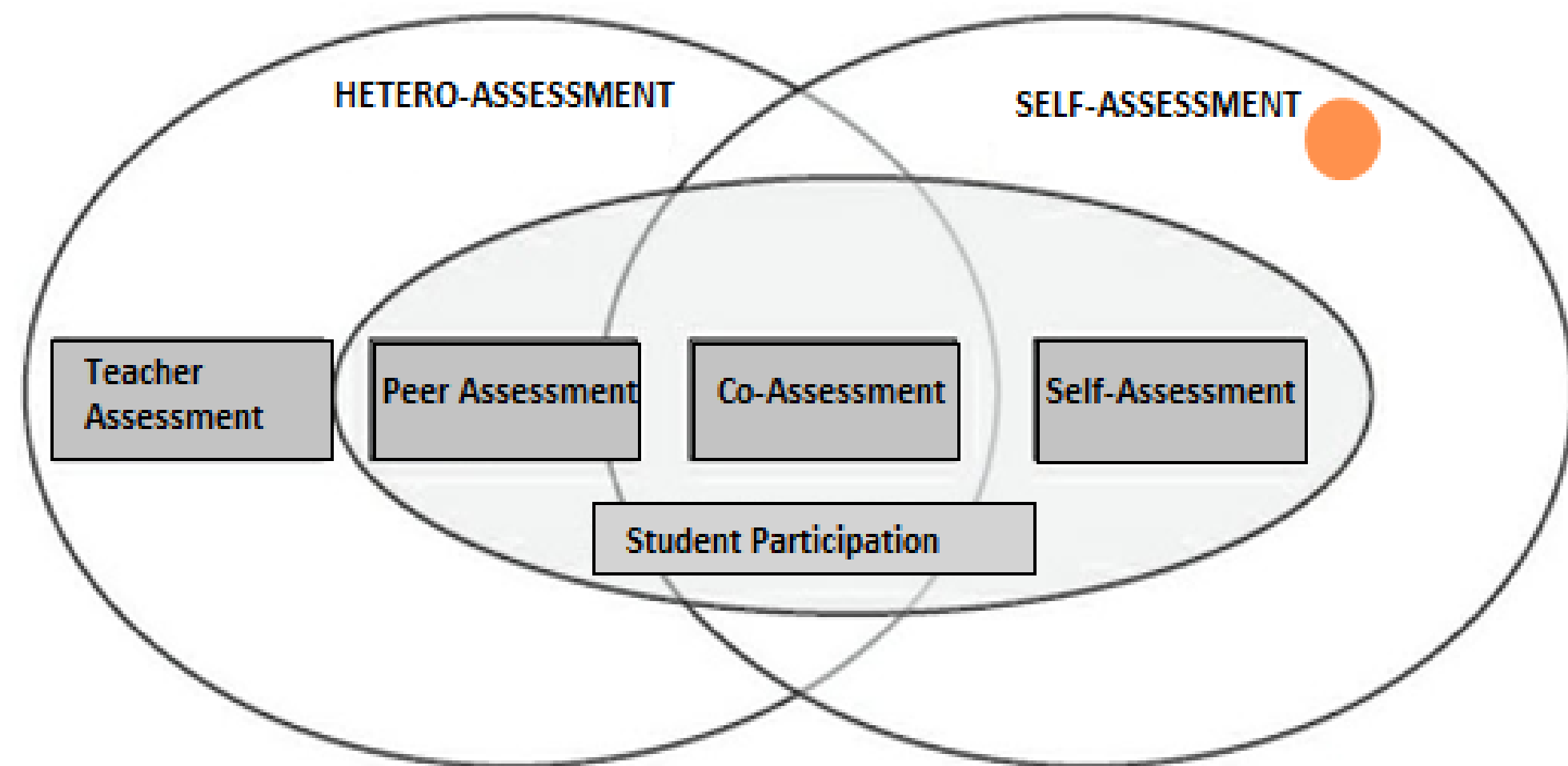
*Why talk about
a "new kind" of
evaluation?*

SYNCHRONOUS SELF-ASSESSMENT

IS IT REALLY NEW?
OR IT HAS BEEN THE WHOLE LIFE
IN FRONT OF OUR EYES?



Rodríguez Gómez, G. & Ibarra, M^a.S. (2013)



Rodríguez Gómez, G. & Ibarra, M^a.S. (2013)

NEW INSTRUMENTS OF SELF-ASSESSMENT
GOOD EXAMPLES?

Weekly Self-Assessment

Name: _____
Date: _____

How would you rate yourself on the following areas?

	5	4	3	2	1
Following Directions					
Having a Positive Attitude					
Bringing All Materials					

Weekly Self-Assessment

Name: _____
Date: _____

How would you rate yourself on the following areas?

Following Directions			
Having a Positive Attitude			
Bringing All Materials			
Controlling Off Task Talking			
Being Respectful to Myself and Others			
Cooperating with Others			
Giving My Best Effort			

Weekly Self-Assessment

Student Comments:
Things that really well this week were: _____


Things I need to study or work harder on are: _____

Any other stuff you want to share? _____


Teacher Comments: _____


Parent Comments: _____


We Assess Our Own Learning.




Student Self-Check

I understand, and I can teach someone else. 

I understand, and I can do this by myself. 

I am beginning to understand this - with help. 

I don't understand - yet. 

Student Self-Check


Name: _____ Date: _____

Learning Goal: _____


☐ I can do this very well.


☐ I can explain this and teach it to others.


☐ I can apply this in new ways.




Light Bulbs and Laughter

 I can help someone else.

 I am trying.


 I can do this by myself.

 I need help!

☐ I understand.

☐ I can do this by myself.


☐ I can show what I know.



☐ I am beginning to understand this - with help.


☐ I am making mistakes.

☐ I need more practice.



☐ I don't understand this - yet.

☐ I am just beginning to learn this.



NUEVOS INSTRUMENTOS DE AUTOEVALUACIÓN

¿BUENOS EJEMPLOS?

's Self-Assessment

Why Complete a Self-Assessment?
Completing a self-assessment takes a snapshot of your life, where you are at right now, and helps you to determine what's important to you at this moment.

Directions
In each space, reflect on what's going on in your life in each of these parts of your life. Write a few words or phrases that capture what it is happening or needs to change.

Measuring Progress
In a few months (and without looking at previous self-assessments) complete another one to see where you are at. What changed? How are things the same or different? What do you want to work on?

Personal Responsibilities

Financial Responsibilities

Goals and Priorities

Health

Motivations

Interests

Values

Skills

Needs

Spirituality

Leisure Activities

Date of Assessment

Social Work Tech
Self-Assessment by Unknown. Adapted by Social Work Tech (2014) | Ignacio Pacheco
This work is licensed under a Creative Commons Attribution-NonCommercial-NoDerivs 3.0 Unported License.
Based on a work by Lazarus, A. (1996). *Behavior therapy & beyond*. New York, NY: Jason Aronson, Inc.
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Self-Assessment Sheet

Name: _____ Date: _____ Gr: _____

Oral interaction

1. Evaluate your performance during today's oral interaction assessment.
How would you evaluate your performance during today's oral interaction assessment?
☐ Excellent
☐ Very good
☐ Good
☐ Satisfactory
☐ Unsatisfactory

2. Were you a team-player during the discussion?
☐ Yes, I asked questions from my team members who didn't talk much; I responded to what others said.
☐ No, I didn't respond to what others said, I just paid attention to my own performance.
☐ No, I didn't participate a lot (I expressed only a few ideas).

3. Are you satisfied with your performance?
☐ Yes, I'm very satisfied.
☒ Yes, I'm satisfied, but I could have performed better. At least, I tried to do my best.
☐ I did my best even though I wasn't that well prepared.
☐ I'm not satisfied, I should have studied more.
What do you need to improve to perform better next time?

NUEVOS INSTRUMENTOS DE AUTOEVALUACIÓN

¿BUENOS EJEMPLOS?

Category	Novice	Learner	Practitioner	Expert
Clarity	I rarely communicate information and ideas clearly	I occasionally communicate information and ideas clearly	I often communicate information and ideas clearly	I consistently communicate information and ideas clearly
Supporting Ideas	I rarely justify my opinions and ideas with supporting examples and explanations	I justify my ideas and opinions with some supporting examples and explanations	I sufficiently justify my ideas and opinions with supporting examples and explanations	I independently and consistently give detailed justification of my opinion: and ideas with a range of examples
Organization	I organize and depict information with a minimal degree of coherence and logic	I organize and depict information with some degree of coherence and logic	I organize and depict information in a coherent and logical manner with ideas building on each other	I organize and depict information in a sustained coherent and logical manner with ideas building on each other in a sophisticated way
Oral Expression	I rarely use appropriate speaking techniques (tone, volume, pacing, intonation, etc.) to communicate with my audience	I occasionally use appropriate speaking techniques (tone, volume, pacing, intonation, etc.) to communicate with my audience	I often use appropriate speaking techniques (tone, volume, pacing, intonation, etc.) to communicate with my audience	I consistently use appropriate speaking techniques (tone, volume, pacing, intonation, etc.) to communicate with my audience
Non-Verbal Expression	I rarely use appropriate modes of non-verbal communication (gestures, facial expressions, body language)	I occasionally use appropriate modes of non-verbal communication (gestures, facial expression, body language etc.)	I often use appropriate modes of non-verbal communication (gestures, facial expression, body language, etc.)	I consistently use a variety of appropriate modes of non-verbal communication (gestures, facial expressions, body language, etc.)
Modes of Communication	I rarely participate in, contribute to, collaborate with peers or share ideas using a variety of digital environments and media	I occasionally participate in, contribute to, collaborate with peers or share ideas using a variety of digital environments and media	I often participate in, contribute to, collaborate with peers or share ideas using a variety of digital environments and media	I consistently participate in, contribute to, collaborate with peers or share ideas using a variety of digital environments and media

	5	4	3	2	1
Structure	Structure: An interesting introduction captures attention. The main event in the narrative (memoir) is logically organized and clearly described.	Structure is almost perfect, but could be improved in the opening or description of events.	Opening is weak or boring. Events are not clearly described.	Opening is a list of events and/or describes a car ride (or other travel) that leads up to the actual event of the memoir.	opening does not create any interest. Events are listed and/or do not focus on a single event that the writer focuses on.
Language	Language: Strong dialogue or description draws the reader into the story. The writer includes sensory details, figurative language, and strong verbs.	Language could be better in either dialog, details, figurative language, or verb choice, but the rest is pretty good.	Dialog is weak or the memoir needs more dialog to engage the reader. Some sensory details and/or figurative language, but more would be better.	Only one line of dialog, or only one person talking. Other points in the memoir paraphrase dialog that should have been included.	The memoir does not include figurative language, uses very basic vocabulary, and tells the story in very simple terms.
Reflection	Reflection: The writer acknowledges the significance of the incident directly or indirectly.	Clearly this moment mattered to the writer, but he/she needs to do a better job showing why it mattered.	The writer attempts to include reflection, but does not clearly communicate why this moment mattered.	The writer claims this moment was significant, but doesn't clearly show that significance.	The writer does not indicate why this event is significant in his or her life.
Grammar and mechanics	Written consistently in the first person. Is free from grammar/spelling errors.	Minor errors do not impede understanding, but they are things the writer should have fixed while proofreading.	Inconsistent verb tense, run-on sentences, poorly formatted dialog, using I instead of I, or other things you really should have known better about.	Grammar and spelling errors make this memoir very hard to understand.	Not enough to make an assessment.
Word Count	Memoir is 700-800 words in length	Almost perfect. Memoir is 600-700 words, or over 1000 words.	Memoir is 500-600 words, or over 1100 words.	Memoir is 400-500 words	Memoir is under 200 words.

Score Yourself *

Zoom in on the rubric if you need to. Ask for help if you are still having trouble reading it.

	5	4	3	2	1	0
Structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reflection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

SYNCHRONOUS SELF-ASSESSMENT

IS IT REALLY NEW?
OR IT HAS BEEN THE WHOLE LIFE
IN FRONT OF OUR EYES?



Intra-evaluative process of the evaluated student that coincides in time and activity with the exo-evaluative act by the assessing teacher.

It involves the activation of multiple strategic affective and metacognitive processes, while promoting them.



SF =Process

Mi querido y viejo amigo Sr. examen:

RME

E. Ud. el más antiguo aliado de la

TAD / SDT

evaluación y, sin embargo, el más odiado,

menospreciado y denostado de todos.

CBM

de la vida con cariño, Ana

Portfolios



My dear old friend, Mr. Exam:

*You are the oldest evaluation ally and yet
the most hated, despised and reviled of all.*

Greet you with affection, Ana

SYNCHRONOUS SELF-ASSESSMENT (SSA)

The student has the opportunity to **own the decisions** that affect their learning and the **consequences** of these.

The teacher gives up power, respecting the student's choices. In return, you **receive high-quality qualitative information**.



HOW IS SSA CONCRETED?

The student is led to make two key decisions in a developing assessment situation:

Must CHOOSE which 3 activities you will carry out and which ones you discard (between 4 or 5).

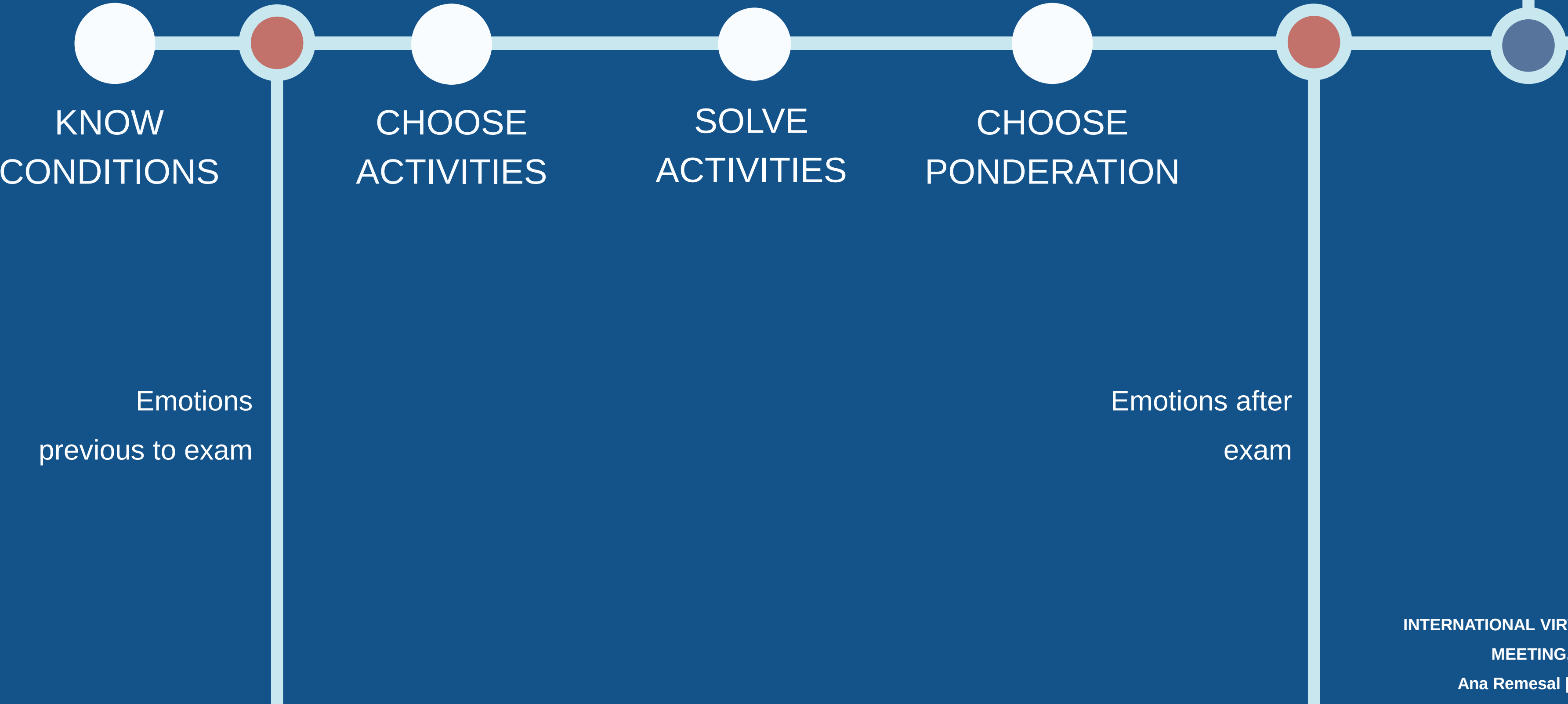
Must CHOOSE how to weight his/her execution in all the activities resolved in a relative way choosing between three options:

- Balanced option (33%).
- Maximum difference option (50% -30% -20%)
- Minimum difference option (45% -45% -10%)

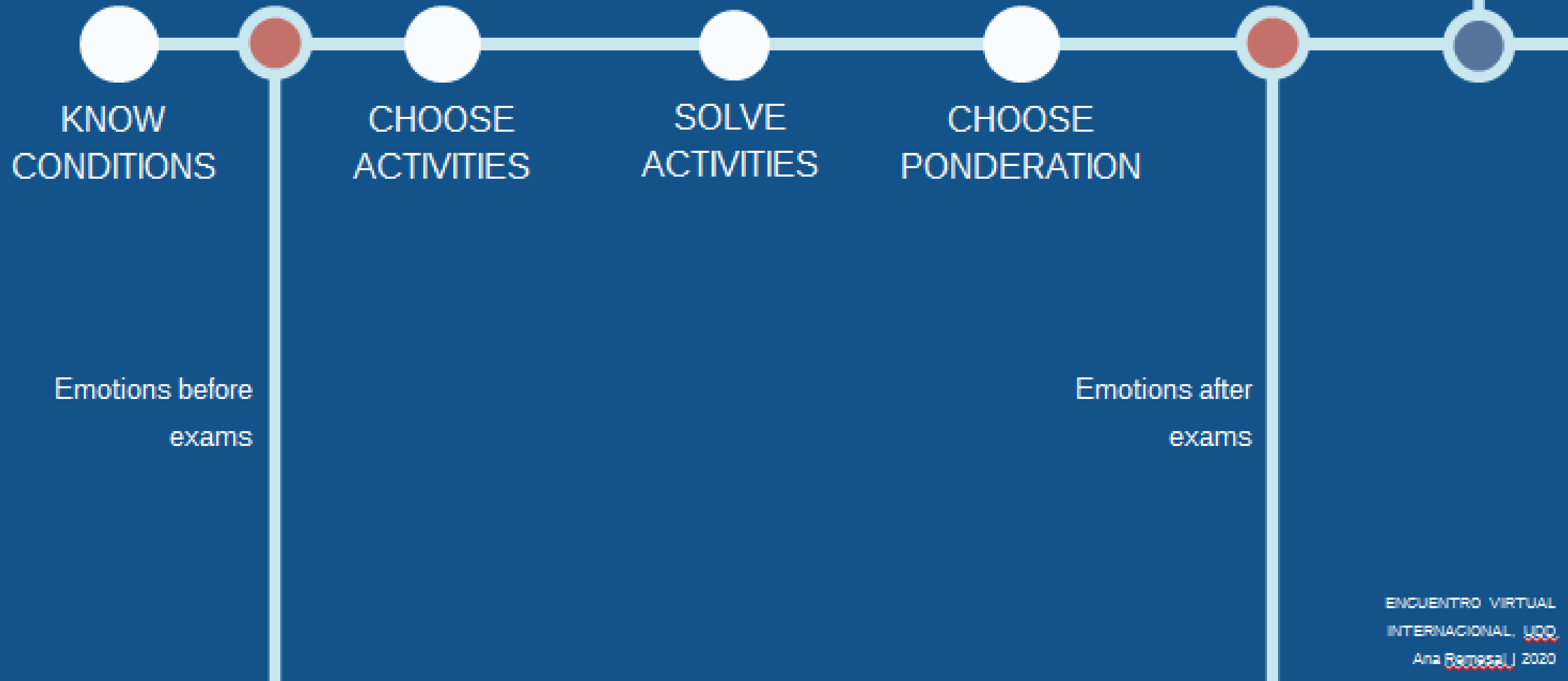
THE HYPOTHETICAL PATH OF DECISION MAKING IN SSA



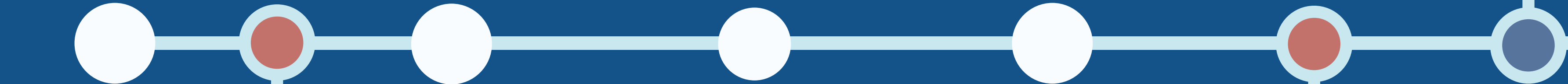
METHODOLOGICAL STRATEGY FOR THE STUDY OF SSA



METHODOLOGICAL STRATEGY FOR THE STUDY OF SSA



FIRST ANALYSIS RESULTS FROM SSA



KNOW
CONDITIONS



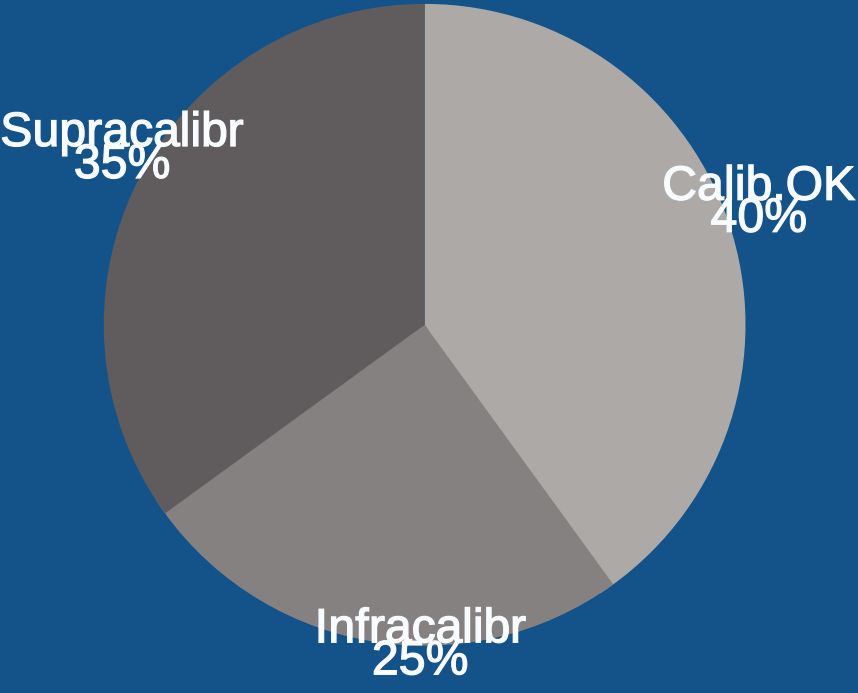
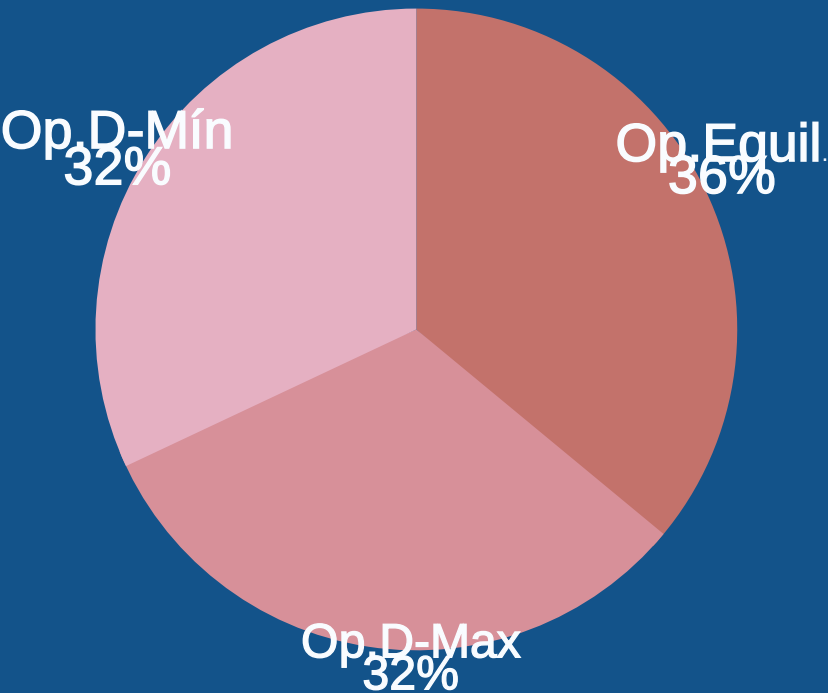
91 %

9 %

Infant Education, n=79

Primary Education,
n=65

Secondary Education,
n=61



Balanced relative
rating option

- "Impossible to make the decision, I cannot assess what has been done."
- "It is not for me to decide."
- "All the activities are solved correctly and deserve to opt for the maximum possible result."
- "I made an equal effort in all activities."
- "I have felt good equally solving all the activities."

Maximum difference relative rating
option

- "One activity I solved very well, the others not so much as the exam progressed."
- "For the last activity, I didn't have time, I didn't know how to manage myself."
- "I give more points to the activity that I liked the most."
- "I score activity B higher because it is more complete and I have been able to better demonstrate everything I know."
- I rate how I liked the topics seen in class.

Minimum difference relative rating
option

- "From the beginning I decided to skip one activity and focus on the other two."
- "I didn't manage my time well."
- "I give more points to the activities on concepts that I understood best."
- "With the last activity I already felt tired and that is why I surely resolved it worse."
- "I had a crash with one of the activities."

ADVANTAGES FOR THE LEARNER

- Increased metacognitive awareness and strategic decision making.
- **Effective accountability** for their learning.
- **Development of personal excellence criteria.**
- **Better use of personal resources** in the response process.
- Awareness of emotional reactions, for better management and accountability.

ADVANTAGES FOR WHO TEACHES

- Increase in the challenge of **preparing** coherent, creative, attractive **exams** with activities of competence demand.
- **Diversification** of the correction phase.
- **Collection of qualitative** information beyond the sole execution of the particular student to review the teaching:
 - ❖ *¿Cuántos y qué alumnos eligen qué actividades?*
 - ❖ *¿Por qué una actividad (NO) es elegida por los alumnos?*
 - ❖ *¿Cuántos y qué alumnos eligen cada ponderación?*

ADVANTAGES FOR THE LEARNER

- Increased metacognitive awareness and

strat

- Ef

- D

cr

- B

re

- A

be

Assessment Program

Assessment situation 1... N

Assessment activity A... Z

Assessment work A... Ω ?

Interdisciplinary
collaboration

ADVANTAGES FOR WHO TEACHES

- Increase in the challenge of preparing attractive exams with

phase.

ation
particular

vé

egida por los

ada

INTRIGUES & PENDING CONCERNS ...

HOW TO OPTIMIZE SSA FOR
THE STUDENT AND FOR THE
TEACHER?

HOW DOES THE
LEARNING/ASSESSMENT
CONTENT AFFECT THE SSA?

HOW DOES THE MOMENT OF
KNOWLEDGE ABOUT THE
CONDITIONS (WITH OR WITHOUT
TIME IN ADVANCE TO THE EXAM)
AFFECT THE SSA PROCESS?

HOW TO ADAPT SSATO
IMPLEMENT IT IN PREVIOUS
EDUCATIONAL LEVELS?
(IE, PE, SP)

Centro de Investigación para el Mejoramiento de la Educación (CIME)
Psicología UDD

ENCUENTRO VIRTUAL INTERNACIONAL: Enseñanza, Aprendizaje y Evaluación en Educación Superior

INTERNATIONAL VIRTUAL MEETING: TEACHING, LEARNING & ASSESSMENT IN HIGHER EDUCATION

ANA REMESAL
UNIVERSITAT DE BARCELONA, SPAIN

SYNCHRONOUS SELF-ASSESSMENT

23rd of November 2020

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THANKS
FOR YOUR
ATTENTION