Module 5: Creating Student Self-Assessments

Work-Based Learning Measures Series

[Insert Name]
[Insert Position]
[Insert Month 20XX]
Work-Based Learning Module Series

- Module 1: Selecting Appropriate Measures
- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- **Module 5: Creating Student Self-Assessments**
Objectives

- Understand how self-assessments can be used to measuring work-based learning experiences.
- Discuss the key decisions in creating a student self-assessment to assess work-based learning.
Overview of Self-Assessments
Measures of Work-Based Learning

- States reviewed: 17
- Districts reviewed: 59
- Total resources reviewed: 109
- Employer evaluations: 30
- Rubrics: 23
- Self-assessments/ reflections: 19
- Worklogs: 7
- Portfolios: 5
What Can Student Self-Assessments Do?

• Allow students to reflect and monitor their own learning (Brown & Harris, 2013)

• Can have bias (Brown & Harris, 2013; Dunning, Heath, & Suls, 2004)
Decision Points

1. Determine the purpose for student self-assessment.
2. Define the knowledge and skills to assess.
3. Select the type of student self-assessment.
4. Define the scales and reflection questions.
5. Score the self-assessment.
Decision Point 1: Determine the Purpose for Student Self-Assessment
Purposes for Student Self-Assessment

**Instructional:** Diagnosing students’ needs, informing instructional planning, or improving instructional effectiveness

**Program Quality:** Collecting feedback on school support in preparing students for work-based learning

**Self-Reflection:** Providing students with the opportunity to reflect, make connections to the classroom, and support career goals
Discussion: Purpose of Student Self-Assessment

- Refer to Handout 5, Decision Point 1.
- In your teams, discuss and complete the checklist for student self-assessment purpose(s) that best fits your state, district, or school.
- Capture your final decision on the handout.
Decision Point 2: Define the Knowledge and Skills to Assess
### Types of Knowledge and Skills

<table>
<thead>
<tr>
<th>Academic Knowledge</th>
<th>Foundational subject matter knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Knowledge and Skills</td>
<td>Skills needed for specific occupations, industries, or careers</td>
</tr>
<tr>
<td>Employability Skills</td>
<td>General skills and knowledge necessary for all employment levels and in all sectors</td>
</tr>
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</table>
Key Considerations for Defining Skills

- Describe the knowledge and skills at the student level.

- Clearly define the selected knowledge and skills so student can self-assess.

- Provide additional information or context to help educators when reviewing a student self-assessment.
Approaches to Defining Knowledge and Skills

- In-Person Meeting
- Survey or Focus Groups
- Review and Comment
- Adopt National or Existing Framework
Discussion: Defining Knowledge and Skills

- Refer to Handout 5, Decision Point 2.
- In your team, discuss and respond to the guiding questions in the Decision Point 2 section of the handouts to define the knowledge and skills to assess in the self-assessment.
- Capture your final decision on the handout.
Decision Point 3: Select the Type of Student Self-Assessment
Types of Student Self-Assessments

**Likert Scale**
- Students rate or evaluate their own abilities, skills, and/or performance
- Can align with an employer feedback to identify discrepancies

**Self-Reflection**
- Students write reflections to open-ended questions
- Requires student examining their own learning
- Does not produce data aligned to other potential measures

**Hybrid**
- Asks students to both rate performance on a set of skills or behaviors and reflect on open-ended questions
- Produces data and pushes students to examine their own learning
## Likert Scale Example: Tennessee

### Student Self-Assessment of Skills

**INSTRUCTIONS:** For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?).

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<th>Behaviors that demonstrate Employability Skills</th>
<th>Frequency during WBL placement</th>
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<td>Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.</td>
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Source: [Tennessee Department of Education, n.d.](https://example.com)
Self-Reflection Example: North Carolina

Each day before you leave your internship site make an entry in your log describing:
- What you did at the site that day.
- What you learned at the site that day. If you didn’t learn anything that day, the next day ask more questions, be more observant to learn from noting what is going on around you.
- How you felt about your experiences at the site that day. Were you frustrated, proud, fascinated, overwhelmed, bored?

If you are struggling for something to write about in your log, try the following:
- Describe the work atmosphere at your internship site. How are decisions made? Is it a cooperative competitive atmosphere?
- What was the best thing that happened today at your site? How did it make you feel?
- What thing(s) did you like best about today at your site?
- What compliments did you receive today, and how did they make you feel?
- What criticisms, if any, have you received? How did you react to them?
- How have you changed or grown since you began work at this site? What have you learned about yourself and the people you work with?
- How does interning make you feel? Happy? Proud? Bored? Why do you feel this way?
- Has this experience made you think about possible careers in this field? What jobs might relate to this experience?
- What kind of new skills have you learned since beginning to work at this site? How might they help you in future job searches?
- What do people do who work at this occupation? Describe a typical day at your site.
- What are some of the advantages and disadvantages of working at this occupation?

Source: North Carolina Public Schools, n.d.
Hybrid Example: West Virginia

**DIRECTIONS:** For each statement below, please circle the number which best describes the amount of knowledge you have gained about each kind of activity:

0 = area not covered; 1 = none; 2 = little; 3 = some; 4 = a lot.

<table>
<thead>
<tr>
<th>Statement</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Duties required, working hours and working conditions</td>
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<tr>
<td>2. Skills required</td>
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<td>3. Necessary employee work habits and attitudes</td>
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<td>4. Training requirements, licensing, courses or education needed, cost of education, etc.</td>
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<td>5. Entry-level jobs and advancement opportunities</td>
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<td>6. Organizational structure of the company or business</td>
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<td>7. Information about the job market, employee supply and demand</td>
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<tr>
<td>8. The importance of career planning</td>
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<td>9. Where and how to get additional career information</td>
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<tr>
<td>10. Job-seeking skills: contacting employers, selling yourself, interviewing, resume writing, etc.</td>
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**How would you rate the business preparation for your Work-Based Learning?**

- Poor
- Fair
- Good
- Excellent

1. Briefly explain what you did in the Work-Based Learning activity.

2. Comment on how much you have learned from the time you first filled out your Career Interest Survey until now.

3. What did you learn that was most important to you?

4. What did you learn that was least important to you?

5. How did this program change your thinking about your career plans?

Discussion: Selecting the Type of Self-Assessment

- Refer to Handout 5, Decision Point 3.
- In your team, discuss and rank the level of importance for each statement to help select the type of self-assessment that will best fit your local needs.
- Capture your final decision on the handout.
Decision Point 4: Define the Scales and Reflection Questions
Next Steps Based on Type of Self-Assessment

<table>
<thead>
<tr>
<th>Type of Self-Assessment</th>
<th>Next Steps</th>
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<tbody>
<tr>
<td>Likert Scale</td>
<td>Define the self-assessment scales (<em>Slides 24–26</em>)</td>
</tr>
<tr>
<td>Reflection</td>
<td>Define reflection questions (<em>Slides 27–31</em>)</td>
</tr>
<tr>
<td>Hybrid</td>
<td>Define both the self-assessment scales and reflection questions (<em>Slides 24–31</em>)</td>
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Defining a Likert Scale

Quality

- Short word or label to rate the level of performance
- Simple and easy for students to use
- May not provide enough description to differentiate levels of performance
Defining a Likert Scale

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<td>Rate the frequency or amount a skill or behavior occurs</td>
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<td>May be easier for a student to reflect on the frequency as opposed to the quality</td>
</tr>
<tr>
<td>May provide less opportunity for students to reflect on the development of skills</td>
</tr>
<tr>
<td>May be a valid reason why a student did not demonstrate a skill or behavior frequently</td>
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## Likert Scale and Frequency Example: Tennessee

### Student Self-Assessment of Skills

INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?).

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## Format of Reflection Questions

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<th>Short Response</th>
<th>Journal</th>
</tr>
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<tr>
<td>• Typically completed at the end of the work-based learning experience</td>
<td>• Completed throughout the work-based learning experience</td>
</tr>
<tr>
<td>• Specific questions for short-answer responses</td>
<td>• Writing prompts and/or specific questions for essay responses</td>
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</table>
Topics for Reflection Questions

- Skills, Behaviors, or Knowledge
- Career Goals
- Likes and Dislikes
- Successes and Challenges
Reflection Handout Example: Nebraska

**DIRECTIONS:** Using complete sentences and your best writing, respond to the following items.

1. Summarize your job shadow experience in a paragraph of eight sentences or more.

2. Decide whether you agree or disagree with the following statement: “Certain elements of the job shadow experience surprised me.” Check one:
   - I agree
   - I disagree
   - I neither agree nor disagree (Some things surprised me and some things didn’t)
   In a paragraph or eight sentences or more, support your response three examples from your experience.

3. In a paragraph of eight sentences or more, explain whether or not this career still interests you. Support your response with at least three examples or reasons.

Source: Nebraska Department of Education, n.d.
Journal Example: Charleston County School District

Suggestions for journal entries:

1) What have you learned this week?
2) What did you accomplish during the past week in relation to your personal goals and job tasks?
3) What do you hope to accomplish next?
4) What did you learn about yourself; your interests, strengths, and weaknesses?
5) Describe the technology or equipment you used or observed being used.
6) How have you used your math or science skills at your job site?
7) Give me an example of oral or written communication that you used or observed that was positive.
8) Describe any materials you had to read in order to complete an assignment.
9) Have you taken the initiative to learn something new?

Source: Charleston County School District, n.d., p. 4
Key Considerations for Reflection Questions

Use clear language that cannot be misinterpreted.

Questions should address the depth of the experience as well as the overall experience.

Include sufficient number of questions to encourage reflection but not too many that it’s burdensome for students and educators.
Refer to Handout 5, Decision Point 4.

In your teams, discuss and capture notes for defining the scales and reflection questions depending on the type of student self-assessment you selected.

Capture your final decision on the handout.
Decision Point 5: Score the Self-Assessment
### Scoring Approaches

<table>
<thead>
<tr>
<th>Portfolio</th>
<th>Weighted</th>
</tr>
</thead>
<tbody>
<tr>
<td>One possible artifact within a larger portfolio</td>
<td>Assign points or values to each rating or reflection question</td>
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</table>
Considerations for Portfolio Scoring

Portfolio

• Self-assessments as stand-alone measures are not a valid and reliable measurement of skill development
• Useful as one source of evidence to see how students perceive their own growth
Portfolio Example: Ohio

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. **Introductory Letter** written by the student describing the work to be presented and how the samples were selected.
2. **Table of Contents** of student’s work items contained within the portfolio.
3. **Career Development Materials, including:**
   - Career and educational development plan;
   - Resume;
   - Application for college;
   - Application for employment;
   - Letters of recommendation.
4. **Documentation of Progress**
   - List of responsibilities throughout the experience;
   - Journal entries reflecting on tasks and activities.
5. **Work Samples (3-4)**
   - Examples of materials developed throughout the experience linked to standards and learning plan.
6. **Writing/Research Sample** to demonstrate in-depth knowledge about a career area describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations to demonstrate research/knowing how to learn, information literacy and written communication skills.
7. **Project** encompassing both work samples and writing samples, culminated in a presentation. (Note: could substitute for writing/research sample and other work samples, if the project will already include these.)
8. **Assessments**
   - Student self-assessment;
   - Supervisor evaluation and observations;
   - Work-based learning coordinator evaluations and observations.

Considerations for Weighted Scoring

Weighted

• Award points that can translate into a grade or credit for work
• Determine points value based on prioritizing skills or effort level for student to write responses
**Weighted Example: Georgia**

**YEAR ONE**

1st Semester, 1st Nine Weeks
- Job Description/Duties: 5 points
- Interview your Mentor: 10 points
- Obtain a copy of Company Policies & Procedures: 5 points

1st Semester, 2nd Nine Weeks
- Document Effective Time Management: 5 points
- Outline/Demonstrate Appropriate Work Behaviors: 10 points
- Explain positive work ethics related to job: 10 points

2nd Semester, 1st Nine Weeks
- Highlight Positive Event at Work: 10 points
- Analyze a problem at work with solutions: 10 points
- Describe Your Role as an Effective Communicator: 10 points

Source: [Georgia Department of Education, 2016, p. 292](https://example.com)
Discussion: Scoring Self-Assessments

- Refer to Handout 5, Decision Point 5.
- In your teams, discuss and capture notes for the best scoring approach that will fit your local context.
- Capture your final decision on the handout.
- If you selected quantitative, complete the additional guiding questions to determine the number of points.
Wrap-Up
Decision Points

1. Determine the purpose for student self-assessment.
2. Define the knowledge and skills to assess.
3. Select the type of student self-assessment.
4. Define the scales and reflection questions.
5. Score the self-assessment.
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