

**COLLEGE & CAREER
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Work-Based Learning Measures Series

Module 5: Creating Student Self-Assessments



HANDOUTS | By Jessica Giffin

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Handouts: Module 5: Creating Student Self-Assessments

Directions: This handout summarizes the decision points in Module 5. Use this handout to capture your notes and any ideas that resonate with you. In addition, this handout includes space to capture the final decisions determined by the team.

Decision Point 1: Determine the Purpose for Student Self-Assessment

Discuss and complete the following checklist to help determine the purposes of student self-assessment that will fit your local context. If you selected “yes” for most of the guiding questions, then consider that as one of the purposes for the student self-assessment. It is possible to have multiple purposes. Note the group’s final decision for the purpose(s) of the student self-assessment.

Instructional	Yes	No
Will a teacher use the self-assessment to inform their instructional planning (i.e., for a career and technical education [CTE] course or career pathway)?	<input type="checkbox"/>	<input type="checkbox"/>
Will a student receive counseling or additional supports based on information provided in the self-assessment?	<input type="checkbox"/>	<input type="checkbox"/>
Program Quality	Yes	No
Will the student self-assessment be used to improve guidance and support to students related to work-based learning?	<input type="checkbox"/>	<input type="checkbox"/>
Will the data from the student self-assessment be used to improve the quality of work-based learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>
Do you want to collect information on how to improve support to employers of work-based learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>
Self-Reflection	Yes	No
Do you want students to make connections between the classroom and their work-based learning experience?	<input type="checkbox"/>	<input type="checkbox"/>
Would you like student to make connections between their work-based learning experience and career goals?	<input type="checkbox"/>	<input type="checkbox"/>
Do you want students to think about what they learned over the course of their work-based learning experience?	<input type="checkbox"/>	<input type="checkbox"/>

Group consensus: Determine self-assessment purpose. _____

Decision Point 2: Define the Knowledge and Skills to Assess

Assessing Results

Discuss and respond to the following guiding questions to define the knowledge and skills for student self-assessment. Refer to your list of knowledge and skills from Module 1 or the Skills Bank handout.

Which type(s) of knowledge and skills did you identify in Module 1?	
What critical knowledge and skills are employers are looking for? Do they vary by industry, or are they similar?	
Are there any knowledge and skills that you think students would need additional support to comprehend to self-assess? If so, what types of support would be helpful?	
Knowledge and Skills	Supports
Did you select any knowledge and skills that may need some additional context on the student's work-based learning experience that would be beneficial? If so, what skills and what additional context may be helpful?	
Knowledge and Skills	Context
Brainstorm reflection questions that would help solicit context for student self-assessment responses.	

Decision Point 3: Select the Type of Student Self-Assessment

Discuss and rank the level of importance for each statement to help select the type of student self-assessment that will best fit your local needs. If you determine that the majority of statements for both types of assessment are very important, the group may want to consider a hybrid self-assessment that includes a Likert scale section and reflection questions.

How important is it that the student self-assessment...				
Likert Scale	Not at All Important	Somewhat Important	Important	Very Important
Is simple and easy for students to understand?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Requires moderate guidance and some training for students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows students to rate their own knowledge and skills?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Aligns to other measures such as employer feedback?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Self-Reflection				
Provides additional context on the student's work-based learning experience?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Allows students to make connections to the classroom?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives students an opportunity to make connections to career goals?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Group consensus: Select type of self-assessment. _____

Decision Point 4: Define the Scales and Reflection Questions

Defining Likert Scales

If you've selected a Likert scale type of student self-assessment, use the following to capture your notes and decisions to define the scales.

Do you have other feedback forms with Likert scales from other work or initiatives (CTE, college and career readiness, etc.)? If so, what are the labels for the scale? How many rating scales?

Name of Likert Scale Form	
Likert Scale Labels	
Number of Likert Scales	

Considering the other Likert scale forms you use, discuss and select the number of Likert scales and the labels. Consider the following questions as you define your scales.

Number of Scales	Notes
Is there a sufficient number of scales to differentiate student performance and to demonstrate growth?	
Is the number of scales too burdensome or does it encourage students to select somewhere in the middle?	
Likert Scale Labels	Notes
Do the labels accurately describe the different levels of performance for each knowledge and skill you want to assess?	
Are scale labels succinct and easy for students to understand the difference between performance levels?	

Group consensus: How many Likert scales and what labels?

Defining Reflection Questions

Use the following guiding questions to help you define student self-reflection questions.

Brainstorm additional context students can provide on their work-based learning experience that would be useful to understand student performance and program quality.	
Student Performance	Program Quality
Brainstorm and discuss some potential reflection questions for each type of reflection question.	
Skills, behaviors, or knowledge	
Career goals	
Likes and dislikes	
Successes and challenges	
Are there additional questions or writing prompts that you would like students to complete to meet your purpose (instructional, program quality, or self-reflection)?	

Decision Point 5: Score the Self-Assessment

Use the following to capture which approach scoring a student self-assessment will work best for your state, district, or school. Capture any notes, including why an approach resonates or does not resonate, questions for team members, and any ideas to consider.

<input type="checkbox"/> Portfolio	<input type="checkbox"/> Weighted
One possible artifact within a larger portfolio.	Assigns points or values to each rating or reflection question.
Notes:	Notes:

Group consensus: Which scoring approach?

Developing a Weighted Approach

Discuss the following guiding questions to help you determine how many points to award for your student self-assessment.

Likert Scale	
Guiding Question	Notes
Are you assigning points for each question or knowledge and skill rated or by level of performance on a Likert scale (e.g., giving 10 points for an “accomplished rating” to 2 points for the lowest rating of “needs improvement”)?	
Will all the questions or knowledge and skills be assigned the same points, or will some be weighted more?	
Does the total value need to translate into a grade or academic credit?	
Self-Reflection	
Guiding Questions	Notes
Will you award points for each individual question completed or assign points for each journal completed?	
Will points be awarded based on writing quality and the level of reflection?	
Does the total value need to translate into a grade or academic credit?	

In the following table, list each knowledge or skill that will be rated or reflection question in your self-assessment, and determine how many points to award.

Likert Scale or Question	Points

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