How to ...

...encourage and promote self-assessment.

Why self-evaluation?

Teachers have a key role in guiding pupils to learn how to learn and be self-regulated learners. To achieve this, they should provide opportunities for student's self-assessment and reflection on their own learning, skills and progress. Self-evaluation, or self-assessment, can help pupils identify their strengths, weaknesses and learning needs. By this means, self-assessment can be used as an efficient improvement guide for the student. This process should be linked with student's reflection on their own learning skills and overall performance. The development of reflective self-assessing skills is an important step on the way to educational inclusion for pupils with SLDs. Teachers can encourage students to conduct a self-assessment inside the classroom hours and use it for students' individual reflection. This can lead to a better understanding about their progress, but also to foster student's motivation, and allow them to identify their strengths or areas of improvement and set new learning targets and objectives. For students with SLD, it is useful to have visual representation of a self-evaluation which will help them overcome learning difficulties by confront barriers and focus on strengths.

Appropriate actions

Below, we present you a list of appropriate actions to enhance learners' reflective self-assessment in your classroom settings.

- Make the learning path explicit and try to break big tasks into smaller steps. Once students are comfortable with following a concrete scheme of learning path, they will be able to identify where they stand and set their objectives for learning.
- Give time to your pupils to think, assess and reflect. Preferably, do the self-assessment in schools' hours.
- Self-assessment should be freed from "right or wrong" or "good or bad" judgments. Since it is linked with reflection on the learning and students' skills, it should focus more on characteristics that describe the learning process and needs.

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- Good and frequent communication with the student is the key to help them reflect on their progress and attitudes towards the subjects and learning process.
- Create with the student an individual grid/table to keep track of their progress, strengths and weaknesses (example below).
- Encourage a habit of self-monitoring to help identify the learning needs of each student. This could be a useful tool to implement adjustments in the educational process.
- Try to cooperate and communicate with all other educators involved with the pupil's in-school education so they encourage self-assessment aside of their traditional assessing methodologies.

Recommended tools & sources

- MOOCDys platform
- The IRIS Center UDL module—Universal Design for Learning: Creating a Learning Environment that Challenges and Engages All Students
- SMART goals. Check the other available tool for 'Creating SMART goals', which can used after the self-assessment and reflection to create new learning objectives and goals.

Example of self-evaluation activity

Below, we present you an example template for student's self-assessment and reflection. Students can add draw, or add stickers or write their comments, on the empty boxes under each activity (1,2,3), according to what they were able to do.

Smiley face stickers:
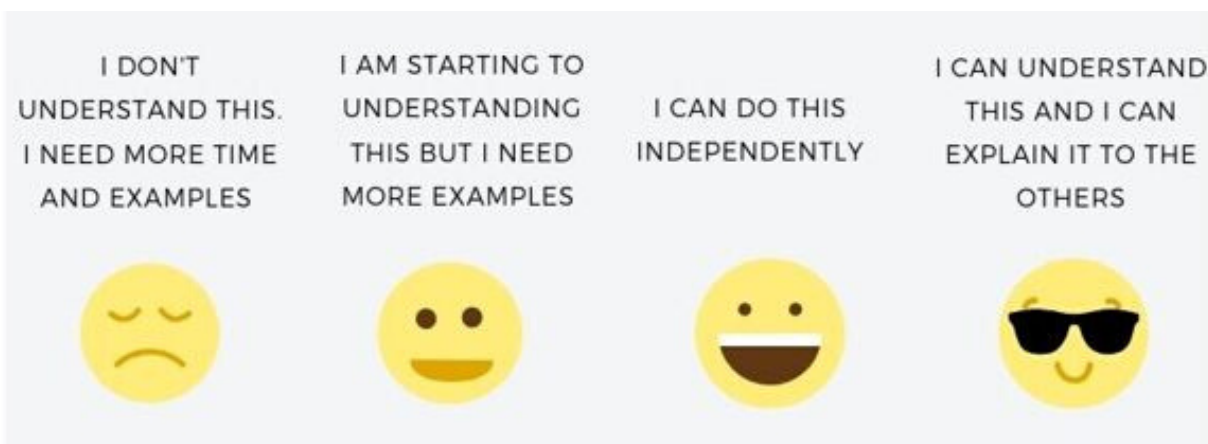
Self-evaluation

Student Name:

Learning subject: _____   **Date:** _____

I CAN...	Activity 1	Activity 2	Activity 3
I DON'T UNDERSTAND THIS. I NEED MORE TIME AND EXAMPLES			
I AM STARTING TO UNDERSTANDING THIS BUT I NEED MORE EXAMPLES			
I CAN DO THIS INDEPENDENTLY			
I CAN UNDERSTAND THIS AND I CAN EXPLAIN IT TO THE OTHERS			

Need to improve: _____

My new objective: _____