

APPLICATION SUMMARY

Concept: Self-monitoring and Self-evaluation

Self-monitoring and self-evaluation are part of self-regulated learning (SRL), allowing students to reflect about and improve learning processes and outcomes. The suggestions presented below are drawn from Evans et al. (2021) and focus on promoting self-evaluative skills, and on the use of rubrics for self (and peer) assessment.

How can self-evaluative skills be promoted?

- Familiarise yourself with SRL models and how self-monitoring and self-evaluation can be promoted.
- Scaffold students' entry into your course through understanding their starting points (conceptions and experiences of learning and assessment; individual learning needs).
- Make local learning cultures explicit so that students understand what is expected of them, and address possible mismatches between their previous experiences and the approach you intend to develop.
- Ensure transparency of your assessment framework (tasks, quality criteria, timeline, feedback arrangements, grading system, etc.), clarify the role of self-monitoring and self-evaluation in learning tasks, and provide opportunities for students to agree upon and take ownership of the assessment criteria.
- Decide whether self-monitoring and self-evaluation processes only have a formative purpose or can also be integrated into the grading system (e.g. self-grading).
- Plan for timely, effective feedback, including student-generated feedback in collaborative learning tasks.
- Design instruments (engaging the students whenever possible) to support self-monitoring and self-evaluation processes (e.g., strategy guidelines, self-evaluation checklists, rubrics, self-grading).
- Make sure that self-monitoring and self-evaluation processes do not overload the students.
- Monitor students' self-monitoring and self-evaluation processes (e.g. through direct observation, dialogue, or the analysis of their self-monitoring/self-evaluation records).
- Talk with the students about their self-monitoring and self-evaluation processes (e.g. regarding their usefulness and feasibility) and use their feedback to improve your approach.

How can rubrics be used to support self (and peer) assessment?

A rubric is a scoring guide that makes quality criteria and standards explicit, thus setting a common ground among educators and students regarding specific components and expectations for an assignment. Rubrics can be designed by educators alone but have greater

impact when designed with students in relation to student understanding of requirements and learning outcomes achieved (Evans et al., 2021). Students can use them to assess exemplars of assignments, their own assignments (self-assessment), and their colleagues' assignments (peer assessment). They should be encouraged to improve their work by using rubric feedback and resubmit their work incorporating the feedback. Therefore, rubrics can play an important role in developing students' assessment literacy and self-assessment skills. They also help educators assess assignments consistently from student-to-student, provide informative feedback, and improve teaching methods by evaluating rubric results, namely by identifying students' difficulties in meeting quality standards.

Rubrics can be generated for specific competencies (see, e.g., the [value rubrics](#) generated by the American Association of Colleges and Universities - AAUC).

The following guidelines will help you get started with rubrics:

- Start small by creating one rubric for one assignment in a semester.
- Examine an assignment for your course. Outline the elements or critical attributes to be evaluated (these attributes must be objectively measurable). For example, the core knowledge and understanding and skills required for a specific task.
- Using your university/college assessment criteria and agreed marking boundaries generate descriptors that qualify each level of performance:
 - Avoid using subjective or vague criteria such as “interesting” or “creative.” Instead, outline objective indicators that would fall under these categories.
 - The criteria must clearly differentiate one performance level from another.
 - Assign a numerical scale to each level.
- Work with colleagues and students to generate the rubric and provide training in using it.
- The rubric can be developed iteratively with staff and students to refine it and to progressively build student understanding allowing for ongoing refinement of the rubric.
- Evaluate the effectiveness of the rubric in impacting student outcomes. Gain feedback from students on what was most and least helpful.
- Integrate rubric development with ongoing opportunities for students to test their understanding so that information can dynamically support rubric development.

Two more notes

- Self-monitoring and self-evaluation processes need to be embedded within disciplinary requirements, taking into account the quality standards of the discipline, the learning outcomes of the course, and the metacognitive knowledge and strategies that best respond to specific learning tasks. For example, writing a literary

essay is different from writing a science essay, and solving a mathematical problem is not the same as solving an environmental problem. This means that instruments to support self-monitoring and self-evaluation must encapsulate disciplinary specificities, along with more cross-disciplinary aspects like creativity or critical thinking, which can also vary across learning tasks.

- Self-monitoring and self-evaluation should not be solitary processes. They should be part of a formative assessment framework where assessment *for* learning and *as* learning engages educators and students in on-going dialogue and reflection on learning goals, tasks and strategies, within a safe and inclusive environment that promotes equity, agency and transparency in learning.

References

American Association of College and Universities (website). Value Rubrics. <https://www.aacu.org/initiatives/value-initiative/value-rubrics>

Evans, C., with S. Rutherford, F. Vieira, and Erasmus+ team (2021). *A Self-Regulatory Approach to Assessment in Higher Education*. Cardiff: Cardiff University.



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