*Please share with your faculty:*

**Using self-assessment enhance learning and performance**

Self-assessment is a type of formative assessment, which involves students reflecting upon their own perceived performance on assignment either during or after completion of the assignment. It can be a very effective way to promote students’ metacognition or thinking about their own knowledge and learning. It also can provide instructors with useful information about how to improve their instruction or assignments to make them more effective for students. Below are some suggestions on ways to encourage students to self-assess their work on different kinds of assignments.

* **Ask students to write a self-reflection on a paper assignment, or project.** In addition to handing in a paper or project, ask to students to write a reflection about how they felt they did on the assignment. More specifically, encourage students to discuss the following: what they think worked well and/or not so well about the approach or strategy they used; whether they felt that they allocated a sufficient amount of time to complete the assignment; whether they felt successful in completing their goals for the assignment; what they learned in the process of completing the assignment; and what they would do again or differently if asked to complete the assignment or a similar assignment in the future, and why.
* **Ask students to self-assess their work with a rubric.** Before handing in an assignment, ask students to self-evaluate their own work using an analytic scoring rubric that specifies the expected criteria for the assignment. This will encourage students to self-check their own work and can improve their performance on the task. Instructors can also use the same rubric to evaluate students’ work, and students can compare their evaluations to their instructor’s evaluations. Doing so can promote students’ metcacognitive awareness about their perceived knowledge and learning and can identify discrepancies between what they thought they knew or did, and where the instructor felt differently, and why.
* **Ask students to rate their perceived confidence in a test answer.** When completing short answer or multiple-choice test items ask students to rate on a scale how confident they are that they have chosen or provided the correct answer. This will not only improve performance by encouraging to slow down and self-reflect on the answer they are providing, but will also indicate to instructors whether students are guessing at the answer or are confident in their answer. As a result, instructors can then better identify areas where they need to provide more instructional emphasis.
* **Ask students to create their own test items.** Involve students in test creation process by having them write test questions. This is a great way for them to review and reinforce their learning of the material.

**Check out!** Weimer, M. (2012). Developing students’ self-assessment skills. *Faculty Focus.* Retrieved April 17, 2018 from [*https://www.facultyfocus.com/articles/teaching-professor-blog/developing-student-self-assessment-skills/*](https://www.facultyfocus.com/articles/teaching-professor-blog/developing-student-self-assessment-skills/)

**Please share examples** of ways your program encourages self-assessment and I will feature those examples on [YU’s Learning Assessment website](https://www.yu.edu/provost/assessment).

**Reminder about end-of-semester assessment reports** which are due at the end of the semester. Please contact me with any questions about your reports.