





want to accomplish. The evidence from classroom teachers suggests that when students and teachers share goals and values, there is less conflict over grades and better communication among teacher, parent, and student. Naturally, this leads to improved learning.

Self-assessment can take several forms. First, students can use samples of their work as a sample for self-assessment. For example, they can reflect on their learning preferences and skill by reviewing their achievement. Second, they can judge the quality of their achievement by analyzing strength and weakness. Third, they can evaluate their progress over time by comparing their achievement in learning English in first semester and second semester. Forth, they can even engage in self-assessment as part of a more formal assessment such as a theme test.

Reviewing English learning on classroom is helpful because students can arrange next plan to enhance and their skill in English in order to improve the achievement score in their work. In the process, students are encouraged to think about what went into that work and what strategies seemed most useful or problematic. Knowing strength and weakness also makes it easier to think about work that was completed in the past.

Engaging students in self-assessment is also useful to make self-assessment as a natural part of classroom conversation. All too often, self-assessment takes the form of written reflections rather than discussion. Although written reflections are useful and can encourage a bit more

reflection time, discussions help students become part of a reflective community whose members are willing and able to talk about their strengths and needs. This is an important way for most of learner.

Taking an example from learning in class, such as after listen a story, students can discuss what parts they found personally engaging and what sections were particularly difficult or confusing for them. They can also help one another develop strategies for clarifying anything that confused them. Other times, it is helpful to think about work while in the midst of doing it. For example, while in the process of creating a piece of speaking, students can step back from speaking and discuss how the process is going and what they are learning about themselves as speakers. While the students are listening, teachers can stop them briefly to discuss how they understand or suggest them make a notes to mark spots of confusion.

In addition, Andrade said, a final strategy for engaging students in self-evaluation is to involve them in developing and using rubrics or criteria for their work. For example, process writing instruction can be more effective if students have models and if the criteria for good work are presented using student language. Such models give students an idea of how to go about their work and what a high quality product will look like when they are finished. Too often, these criteria become clear only at the end of a project, as students see others' work or receive a grade. When teachers work collaboratively with students to develop criteria, students



















headings, i.e. under categories. Checklists are less usual for live assessment.

- Thirdly, they can be presented as a *grid* of selected categories, in effect as a set of parallel scales for separate categories. This approach makes it possible to give a diagnostic profile. However, there are limits to the number of categories that assessors can cope with. There are two distinctly different ways in which one can provide a grid of sub-scales:

- ✓ *Proficiency Scale*: by providing a profile grid defining the relevant levels for certain categories, for example from Levels A2 to B2. Assessment is then made directly onto those levels, possibly using further refinements like a second digit or pluses to give greater differentiation if desired. Thus even though the performance test was aimed at Level B1, and even if none of the learners had reached Level B2, it would still be possible for stronger learners to be credited with B1+, B1++ or B1.8.

- ✓ *Examination Rating Scale*: by selecting or defining a descriptor for each relevant category which describes the desired pass standard or norm for a particular module or examination for that category. That descriptor is then named 'Pass' or '3' and the scale is norm-referenced around that standard (a very weak performance = '1', an excellent



Schunk said in John A. Ross research if Self-assessment embodies three processes that self-regulating students use to observe and interpret their behavior. First, students produce self-observations, deliberately focusing on specific aspects of their performance related to their subjective standards of success. Second, students make self-judgments in which they determine how well their general and specific goals were met. Third are self-reactions, interpretations of the degree of goal achievement that express how satisfied students are with the result of their actions. Training in self-assessment has an impact on students' self-assessments by focusing student attention on particular aspects of their performance (e.g., the dimensions of the co-constructed rubric), by redefining the standards students use to determine whether they were successful (e.g., the levels of the rubric), and by structuring teacher feedback to reinforce positive reactions to the accurate recognition of successful performance. These influences of self-assessment training increase the likelihood that students will interpret their performance as a mastery experience, the most powerful source of self-efficacy information.

Self-assessment contributes to self-efficacy beliefs, student perceptions of their ability to perform the actions required by similar tasks likely to be encountered in the future. Students who perceive themselves to have been successful on the current task (i.e., who recognize it as a mastery experience) are more likely to believe that







addition to focusing student attention on specific aspects of a domain, the construction of a rubric also provides students with a language for talking about their learning. In some instances, a process of progressive revelation of the rubric may be appropriate, if students lack sufficient experience in the domain to be able to identify dimensions of mastery.

2. Second, teaching students how to apply the criteria also contributes to the credibility of the assessment and student understanding of the rubric. Among the more powerful strategies are teacher explanations of each criterion, teacher modeling of criteria application, and student practice in applying the rubric to examples of student work (including their own). Within-lesson comments that link instructional episodes and student tasks to assessment criteria reinforce student understanding of the criteria.
3. Third, giving students feedback on their self-assessments is a process of triangulating student self-assessments with teacher appraisals and peer assessments of the same work using the same criteria. Conferencing with individuals and groups to resolve discrepancies can heighten attention to evidence, the antidote to lying and self-delusion. A key issue is to help students move from holistic to analytic scoring of their work. For example, student self-assessments are frequently driven by their perception of the

effort expended on the assignment, an important criterion but it should not swamp attention to other dimensions of performance.

4. Fourth, students need help in using self-assessment data to improve performance. Student sophistication in processing data improves with age. For example, J. Ross et al. (2002-c) found that when discussing assessments with parents and peers, grade 6 students were more likely to focus on evidence of achievement and how to improve performance, whereas grade 2-4 students focused exclusively on the overall grade. In addition, older students were more likely than younger to compare current to past achievement on similar tasks. Teachers can provide simple recording forms for tracking performance over time to compensate for memory loss. Teachers can provide games, conferences, and menus of examples to support goal setting. Goals are more likely to improve student achievement if they are set by students themselves, are specific, attainable with reasonable amounts of effort, focus on near as opposed to distant ends, and link immediate plans to longer term aspirations. Recording goals in a contract increases accountability. Teachers can also address student beliefs that contribute to higher goal setting, such as attributions for success and failure and seeing ability as something that can improve rather than as a fixed entity.













subjects were able to self-assess their writing independently. However, as the subjects involved were limited in number, further studies with significant number subjects were required to have a more reliable conclusion. The result of self-assessment is extremely authentic. Students become aware what happen to their learning and then find out solutions to the learning problem. Self-assessment leads to the reflection of learning progress. Finally, students make improvements to the way they learn and set new learning goals or plans.

Anne Dragemark Oscarsoon in his research “ Self-Assessment of Writing in learning as a Foreign Language. Then the results of the study showed that at the group level students were well able to assess their general writing results. At the individual level the results were more variable, partly depending on the type of writing activity assessed and on the amount of practice students had had of self-assessment. The results also showed that the specific writing skills that students focused on in their writing are spelling and grammar rather than other skills such as vocabulary and punctuation. Students and teachers were positive to the incorporation of self-assessment activities in the EFL writing classroom. They regarded self-assessment as an important skill. This study leads the researcher to investigate the correlation between self-assessment and achievement in learning English.