

Module 5: Creating Student Self-Assessments

Work-Based Learning Measures Series

[Insert Name]

[Insert Position]

[Insert Month 20XX]

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



Work-Based Learning Module Series

- Module 1: Selecting Appropriate Measures
- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- **Module 5: Creating Student Self-Assessments**

Objectives

- Understand how self-assessments can be used to measuring work-based learning experiences.
- Discuss the key decisions in creating a student self-assessment to assess work-based learning.

Overview of Self-Assessments

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



Measures of Work-Based Learning



- States reviewed: 17
- Districts reviewed: 59
- Total resources reviewed: 109



- Employer evaluations: 30
- Rubrics: 23
- Self-assessments/ reflections: 19
- Worklogs: 7
- Portfolios: 5

What Can Student Self-Assessments Do?



- **Allow students to reflect and monitor their own learning** (Brown & Harris, 2013)
- **Can have bias** (Brown & Harris, 2013; Dunning, Heath, & Suls, 2004)

Decision Points

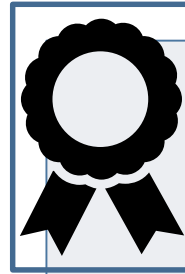
1. Determine the purpose for student self-assessment.
2. Define the knowledge and skills to assess.
3. Select the type of student self-assessment.
4. Define the scales and reflection questions.
5. Score the self-assessment.

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

Purposes for Student Self-Assessment



Instructional: Diagnosing students' needs, informing instructional planning, or improving instructional effectiveness



Program Quality: Collecting feedback on school support in preparing students for work-based learning



Self-Reflection: Providing students with the opportunity to reflect, make connections to the classroom, and support career goals

Discussion: Purpose of Student Self-Assessment

- Refer to Handout 5, Decision Point 1.
- In your teams, discuss and complete the checklist for student self-assessment purpose(s) that best fits your state, district, or school.
- Capture your final decision on the handout.

Decision Point 2: Define the Knowledge and Skills to Assess

Types of Knowledge and Skills

Academic Knowledge

Foundational subject matter knowledge

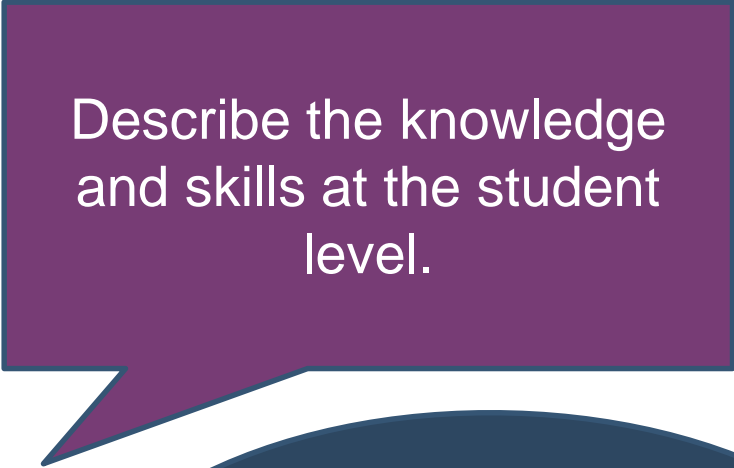
Technical Knowledge and Skills

Skills needed for specific occupations, industries, or careers

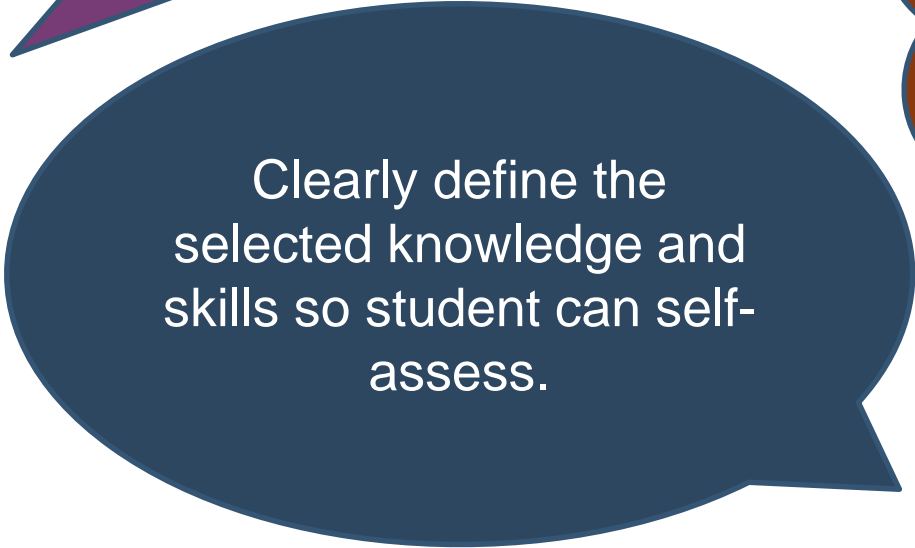
Employability Skills

General skills and knowledge necessary for all employment levels and in all sectors

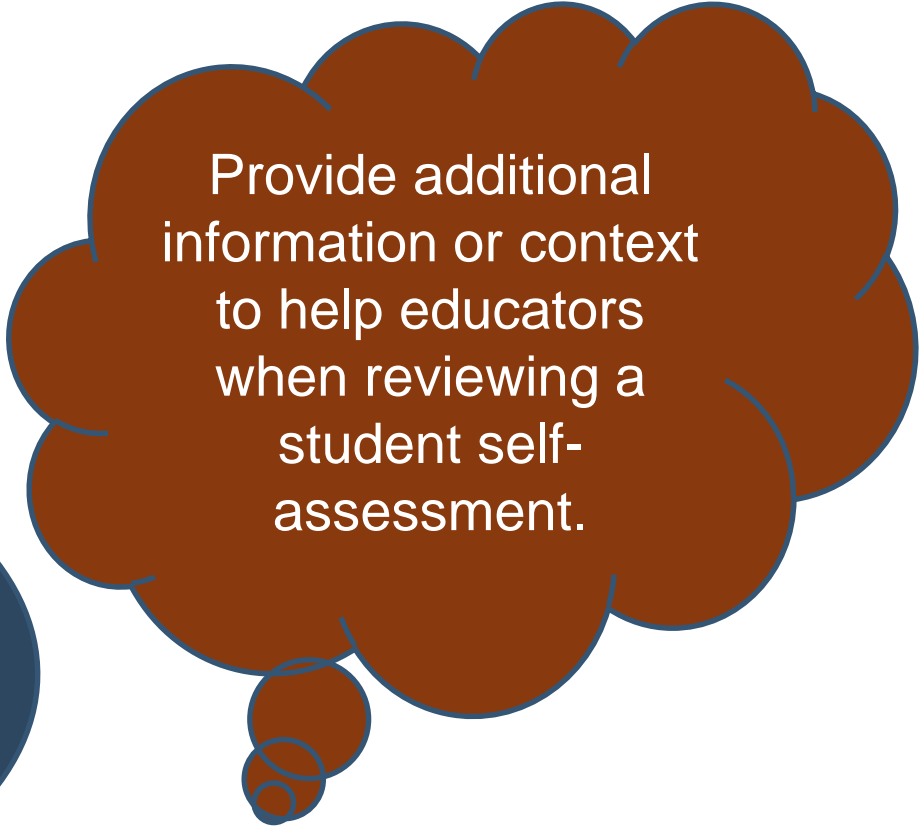
Key Considerations for Defining Skills



Describe the knowledge and skills at the student level.



Clearly define the selected knowledge and skills so student can self-assess.



Provide additional information or context to help educators when reviewing a student self-assessment.

Approaches to Defining Knowledge and Skills



In-Person Meeting



Survey or Focus Groups



Review and Comment



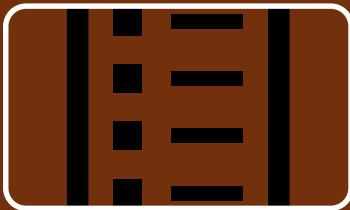
Adopt National or Existing Framework

Discussion: Defining Knowledge and Skills

- Refer to Handout 5, Decision Point 2.
- In your team, discuss and respond to the guiding questions in the Decision Point 2 section of the handouts to define the knowledge and skills to assess in the self-assessment.
- Capture your final decision on the handout.

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

Types of Student Self-Assessments



Likert Scale

- Students rate or evaluate their own abilities, skills, and/or performance
- Can align with an employer feedback to identify discrepancies



Self-Reflection

- Students write reflections to open-ended questions
- Requires student examining their own learning
- Does not produce data aligned to other potential measures



Hybrid

- Asks students to both rate performance on a set of skills or behaviors and reflect on open-ended questions
- Produces data and pushes students to examine their own learning

Likert Scale Example: Tennessee

Student Self-Assessment of Skills

INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?).		Frequency during WBL placement				Self-Rating of Skill Proficiency			
		Never	Occasionally	Often	Very Often	Not Skilled	Some Skill	Skilled	Very Skilled
Employability Skills	Behaviors that demonstrate Employability Skills								
Navigating the Workplace & Careers	<i>Learning rules and performing procedures safely and effectively.</i>								
	<i>Learning from professionals about the certificates or degrees required to succeed in various jobs or for getting a first job.</i>								
Creativity & Innovation	<i>Coming up with new ideas, methods, or products.</i>								
	<i>Building on others' ideas to improve something.</i>								
Critical Thinking and Problem Solving	<i>Solving problems by identifying what you already know, what you need to know, and how and where to find new information.</i>								
	<i>Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.</i>								

Source: [Tennessee Department of Education, n.d.](#)

Self-Reflection Example: North Carolina

Each day before you leave your internship site make an entry in your log describing:

- What you did at the site that day.
- What you learned at the site that day.
If you didn't learn anything that day, the next day ask more questions, be more observant to learn from noting what is going on around you.
- How you felt about your experiences at the site that day.
Were you frustrated, proud, fascinated, overwhelmed, bored?

If you are struggling for something to write about in your log, try the following:

- Describe the work atmosphere at your internship site. How are decisions made? Is it a cooperative competitive atmosphere?
- What was the best thing that happened today at your site? How did it make you feel?
- What thing(s) did you like best about today at your site?
- What compliments did you receive today, and how did they make you feel?
- What criticisms, if any, have you received? How did you react to them?
- How have you changed or grown since you began work at this site? What have you learned about yourself and the people you work with?
- How does interning make you feel? Happy? Proud? Bored? Why do you feel this way?
- Has this experience made you think about possible careers in this field? What jobs might relate to this experience?
- What kind of new skills have you learned since beginning to work at this site? How might they help you in future job searches?
- What do people do who work at this occupation? Describe a typical day at your site.
- What are some of the advantages and disadvantages of working at this occupation?

Source: [North Carolina Public Schools, n.d.](#)

Hybrid Example: West Virginia

DIRECTIONS: For each statement below, please circle the number which best describes the amount of knowledge you have gained about each kind of activity: **0 = area not covered; 1 = none; 2 = little; 3 = some; 4 = a lot.**

- | | | | | | |
|--|---|---|---|---|---|
| 1. Duties required, working hours and working conditions | 0 | 1 | 2 | 3 | 4 |
| 2. Skills required | 0 | 1 | 2 | 3 | 4 |
| 3. Necessary employee work habits and attitudes | 0 | 1 | 2 | 3 | 4 |
| 4. Training requirements, licensing, courses or education needed, cost of education, etc. | 0 | 1 | 2 | 3 | 4 |
| 5. Entry-level jobs and advancement opportunities | 0 | 1 | 2 | 3 | 4 |
| 6. Organizational structure of the company or business | 0 | 1 | 2 | 3 | 4 |
| 7. Information about the job market, employee supply and demand | 0 | 1 | 2 | 3 | 4 |
| 8. The importance of career planning | 0 | 1 | 2 | 3 | 4 |
| 9. Where and how to get additional career information | 0 | 1 | 2 | 3 | 4 |
| 10. Job-seeking skills: contacting employers, selling yourself, interviewing, resumé writing, etc. | 0 | 1 | 2 | 3 | 4 |

How would you rate the business preparation for your Work-Based Learning?

Poor Fair Good Excellent

- Briefly explain what you did in the Work-Based Learning activity.
- Comment on how much you have learned from the time you first filled out your Career Interest Survey until now.
- What did you learn that was most important to you?
- What did you learn that was least important to you?
- How did this program change your thinking about your career plans?

Source: [West Virginia Department of Education, 2012, pp. 55–56](#)

Discussion: Selecting the Type of Self-Assessment

- Refer to Handout 5, Decision Point 3.
- In your team, discuss and rank the level of importance for each statement to help select the type of self-assessment that will best fit your local needs.
- Capture your final decision on the handout.

Decision Point 4: Define the Scales and Reflection Questions

Next Steps Based on Type of Self-Assessment

Type of Self-Assessment	Next Steps
Likert Scale	Define the self-assessment scales (<i>Slides 24–26</i>)
Reflection	Define reflection questions (<i>Slides 27–31</i>)
Hybrid	Define both the self-assessment scales and reflection questions (<i>Slides 24–31</i>)

Defining a Likert Scale

Quality

- Short word or label to rate the level of performance
- Simple and easy for students to use
- May not provide enough description to differentiate levels of performance

Defining a Likert Scale

Frequency

- Rate the frequency or amount a skill or behavior occurs
- May be easier for a student to reflect on the frequency as opposed to the quality
- May provide less opportunity for students to reflect on the development of skills
- May be a valid reason why a student did not demonstrate a skill or behavior frequently

Likert Scale and Frequency Example: Tennessee

Student Self-Assessment of Skills

INSTRUCTIONS: For each behavior listed below, first rate the frequency that you engaged in the skill activity described during your practicum/work-based learning placement (how often did you practice this?) and then indicate what you believe your own skill level is currently in that skill area (how well do you do it?).

Employability Skills	Behaviors that demonstrate Employability Skills	Frequency during WBL placement				Self-Rating of Skill Proficiency			
		Never	Occasionally	Often	Very Often	Not Skilled	Some Skill	Skilled	Very Skilled
Navigating the Workplace & Careers	<i>Learning rules and performing procedures safely and effectively.</i>								
	<i>Learning from professionals about the certificates or degrees required to succeed in various jobs or for getting a first job.</i>								
Creativity & Innovation	<i>Coming up with new ideas, methods, or products.</i>								
	<i>Building on others' ideas to improve something.</i>								
Critical Thinking and Problem Solving	<i>Solving problems by identifying what you already know, what you need to know, and how and where to find new information.</i>								
	<i>Making a strong argument for a position you hold or finding weaknesses in the argument someone else makes for a position they hold.</i>								

Source: [Tennessee Department of Education, n.d.](#)

Format of Reflection Questions

Short Response

- Typically completed at the end of the work-based learning experience
- Specific questions for short-answer responses

Journal

- Completed throughout the work-based learning experience
- Writing prompts and/or specific questions for essay responses

Topics for Reflection Questions



Skills, Behaviors, or Knowledge



Career Goals



Likes and Dislikes



Successes and Challenges

Journal Example: Charleston County School District

Suggestions for journal entries:

- 1) What have you learned this week?
- 2) What did you accomplish during the past week in relation to your personal goals and job tasks?
- 3) What do you hope to accomplish next?
- 4) What did you learn about yourself; your interests, strengths, and weaknesses?
- 5) Describe the technology or equipment you used or observed being used.
- 6) How have you used your math or science skills at your job site?
- 7) Give me an example of oral or written communication that you used or observed that was positive.
- 8) Describe any materials you had to read in order to complete an assignment.
- 9) Have you taken the initiative to learn something new?

Source: [Charleston County School District, n.d., p. 4](#)

Key Considerations for Reflection Questions

Use clear language that cannot be misinterpreted.

Questions should address the depth of the experience as well as the overall experience.

Include sufficient number of questions to encourage reflection but not too many that it's burdensome for students and educators.

Activity: Defining Scales and Reflection Questions

- Refer to Handout 5, Decision Point 4.
- In your teams, discuss and capture notes for defining the scales and reflection questions depending on the type of student self-assessment you selected.
- Capture your final decision on the handout.

Decision Point 5: Score the Self-Assessment

Scoring Approaches

Portfolio

One possible artifact within a larger portfolio

Weighted

Assign points or values to each rating or reflection question

Considerations for Portfolio Scoring

Portfolio

- Self-assessments as stand-alone measures are not a valid and reliable measurement of skill development
- Useful as one source of evidence to see how students perceive their own growth

Portfolio Example: Ohio

A suggested portfolio that provides evidence of standards attainment would include the following artifacts:

1. **Introductory Letter** written by the student describing the work to be presented and how the samples were selected.
2. **Table of Contents** of student's work items contained within the portfolio.
3. **Career Development Materials, including:**
 - Career and educational development plan;
 - Resume;
 - Application for college;
 - Application for employment;
 - Letters of recommendation.
4. **Documentation of Progress**
 - List of responsibilities throughout the experience;
 - Journal entries reflecting on tasks and activities.
5. **Work Samples (3-4)**
 - Examples of materials developed throughout the experience linked to standards and learning plan.
6. **Writing/Research Sample** to demonstrate in-depth knowledge about a career area describing skill needs and future trends in the industry; use of multiple sources (interviews, literature review and internet search) with proper citations to demonstrate research/learning how to learn, information literacy and written communication skills.
7. **Project** encompassing both work samples and writing samples, culminated in a presentation. (Note: could substitute for writing/research sample and other work samples, if the project will already include these.)
8. **Assessments**
 - Student self-assessment;
 - Supervisor evaluation and observations;
 - Work-based learning coordinator evaluations and observations.

Source: [Ohio Department of Education, n.d.](#)

Considerations for Weighted Scoring

Weighted

- Award points that can translate into a grade or credit for work
- Determine points value based on prioritizing skills or effort level for student to write responses

Weighted Example: Georgia

YEAR ONE

1st Semester, 1st Nine Weeks

Job Description/Duties	5 points
Interview your Mentor	10 points
Obtain a copy of Company Policies & Procedures:	5 points

1st Semester, 2nd Nine Weeks

Document Effective Time Management	5 points
Outline/Demonstrate Appropriate Work Behaviors	10 points
Explain positive work ethics related to job	10 points

2nd Semester, 1st Nine Weeks

Highlight Positive Event at Work	10 points
Analyze a problem at work with solutions	10 points
Describe Your Role as an Effective Communicator	10 points

Source: [Georgia Department of Education, 2016, p. 292](#)

Discussion: Scoring Self-Assessments

- Refer to Handout 5, Decision Point 5.
- In your teams, discuss and capture notes for the best scoring approach that will fit your local context.
- Capture your final decision on the handout.
- If you selected quantitative, complete the additional guiding questions to determine the number of points.

Wrap-Up

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■



Decision Points

1. Determine the purpose for student self-assessment.
2. Define the knowledge and skills to assess.
3. Select the type of student self-assessment.
4. Define the scales and reflection questions.
5. Score the self-assessment.

Work-Based Learning Module Series

- Module 1: Selecting Appropriate Measures
- Module 2: Developing Portfolios
- Module 3: Designing Rubrics
- Module 4: Constructing Employer Feedback and Evaluation
- Module 5: Creating Student Self-Assessments

References

- Brown, G.T. L., & Harris, L. R. (2013). Student self-assessment. In J. H. McMillian (Ed.), *The SAGE handbook of research on classroom assessment* (pp. 367–393). Thousand Oaks, CA: SAGE.
- Charleston County School District. (n.d.). *Work-based learning experience evaluation report*. Charleston, SC: Author. Retrieved from http://charlestonempowered.com/wp-content/uploads/2014/08/WBL-Supervisor-Evaluation-Timesheet-and-Weekly-Journal-guidelines.pdf?sm_au=iMV4r6rJVVnPJ58q
- Dunning, D., Heath, C., & Suls, J. M. (2004). Flawed self-assessment implications for health, education, and the workplace. *Psychological Science in the Public Interest*, 5(3), 69–106.
- Georgia Department of Education. (2016). *Work-based learning: Including standards and activities for career-related education*. Atlanta, GA: Author. Retrieved from <https://www.dropbox.com/sh/b7cmfmg86wk2575/AABojjezjoodzGBJWFbla2sfa?dl=0&preview=Complete+WBL+Manual+Printing+Caution+Over+200+pages.pdf>
- Nebraska Department of Education. (n.d.). *Job shadow reflection form*. Lincoln, NE: Author. Retrieved from <https://cdn.education.ne.gov/wp-content/uploads/2018/08/Job-Shadow-Reflection-Form.pdf>

References

- North Carolina Public Schools. (n.d.). *Journal Academic Internship Program*. Raleigh, NC: Author. Retrieved from <http://www.ncpublicschools.org/docs/cte/curriculum/work-based/credit/journal-academic-internship-program.doc>
- Ohio Department of Education. (n.d.). *Student skills assessment rubric*. Columbus, OH: Author. Retrieved from <http://education.ohio.gov/getattachment/Topics/Career-Tech/Career-Connections/Work-Based-Learning/Work-Based-Learning-for-Students-and-Families/StudentSkillsAssessmentRubric.docx.aspx>
- Tennessee Department of Education. (n.d.). *Student self-assessment of skills*. Nashville, TN: Author. Retrieved from https://www.tn.gov/content/dam/tn/education/ccte/wbl/wbl_wbl_student_self_assessment_of_skills.pdf
- West Virginia Department of Education. (2012). *Experiential learning guide*. Charleston, WV: Author. Retrieved from https://wvde.state.wv.us/hstw/documents/ExperientialLearningGuide_2013.pdf

1000 Thomas Jefferson Street NW
Washington, DC 20007
800-634-0503
www.ccrscenter.org | ccrscenter@air.org

This work was originally produced in whole or in part by the College and Career Readiness and Success Center with funds from the U.S. Department of Education under cooperative agreement number S283B120034. The content does not necessarily reflect the position or policy of the Department of Education, nor does mention or visual representation of trade names, commercial products, or organizations imply endorsement by the federal government.

Copyright © 2019 American Institutes for Research. All rights reserved.

**COLLEGE & CAREER
READINESS & SUCCESS** Center

at American Institutes for Research ■