Student Self-Evaluation in Albanian Language

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Abstract

The aim of the topic is to teach students how to asses their own progress . Self-evaluation is a potentially powerful technique because of its impact on student performance through enhanced self-efficacy and increased intrinsic motivation.To use other explicit criteria of evaluation. Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. Alternate forms of assessment can generate that other information.We explore the research and practice related to student self-evaluation. The new: Evidence about the positive effect of self-evaluation on student performance is particularly convincing for difficult tasks, especially in academically oriented schools and among high need pupils . Perhaps just as important, students like to evaluate their work.The help will give: Teachers today are experimenting with alternatives to traditional tests. Performance assessment, portfolio collections, classroom observation, peer assessment, and self-evaluation are joining the unit test and the final exam in the repertoire of the skillful teacher. Such teachers ensure that an over-reliance on testing does not seriously distort instruction or impede important school improvement efforts. Accordingly, their programs are based on a range of assessment approaches. Teachers who include authentic assessment in their repertoires are driven by a belief that curriculum-assessment experiences should prepare students for life in the real world.

1. Introduction

Self-evaluation is defined as students judging the quality of their work, based on evidence and explicit criteria, for the purpose of doing better work in the future. When we teach students how to assess their own progress, and when they do so against known and challenging quality standards, we find that there is a lot to gain. Self-evaluation is a potentially powerful technique because of its impact on student performance through enhanced self-efficacy and increased intrinsic motivation. Evidence about the positive effect of self-evaluation on student performance is particularly convincing for difficult tasks (Maehr & Stallings, 1972; Arter et al., 1994), especially in academically oriented schools (Hughes et al., 1985) and among high need pupils. Perhaps just as important, students like to evaluate their work.

Teachers in Albanian language today are experimenting with alternatives to traditional tests. Performance assessment, portfolio collections, classroom observation, peer assessment, and self-evaluation are joining the unit test and the final exam in the repertoire of the skillful teacher. Such teachers ensure that an over-reliance on testing does not seriously distort instruction or impede important school improvement efforts. Accordingly, their programs are based on a range of assessment approaches. Teachers who include authentic assessment in their repertoires are driven by a belief that curriculum-assessment experiences should prepare students for life in the real world.

2. Presentation

In order to become lifelong learners, students need to learn the importance of self-evaluation. They can do this by filling out self-evaluation forms, journalizing, taking tests, writing revisions of work, asking questions, and through discussions. When students evaluate themselves, they are assessing what they know, do not know, and what they would like to know. They begin to recognize their own strengths and weaknesses. They become more familiar with their own beliefs, and possibly their misconceptions. After they self-evaluate they will be able to set goals that they feel they can attain with the new knowledge they have about themselves.

Teachers should encourage self-evaluation because self-assessment makes the students active participants in their education (Sloan, 1996). There are a variety of ways for teachers to provide the students with self-assessments. Research suggests that the simplest tools to encourage student self-assessment are evaluative questions that force students to think about their work (Hart, 1999).

While teacher-made tests and standardized tests give us information about student learning, they do not provide all the information. Alternate forms of assessment can generate that other information. The research evidence accumulating in our studies, and the data produced by other researchers, make us optimistic about the impact of one form of authentic assessment -- self-evaluation -- on the learning of students and their teachers.

It is important to understand the broader context of assessment reform and the experiences of teachers who are experimenting or adopting new assessment practices. Four major shifts in conceptions of assessment influence how we consider supporting teachers who are adopting approaches such as student self-evaluation.

First, as part of a broader assessment reform movement, conceptions of good assessment are moving toward direct observation of complex performance rather than brief written tests that correlate with the target aptitudes (Linn et al., 1991). In these performance assessments, students are observed working with complex tasks(for example, Baron, 1990; Shavelson et al., 1992) or dealing with real-life problems. These instruments are often administered to groups of students because group work represents out-of-school performance better than individual production. Such approaches to testing would seem to be ideal for the many classrooms today that focus on collaborative and cooperative approaches to learning.

Second, teachers' responses to alternate assessment have been mixed. Mandated alternate assessment programs produce teacher resistance due to schedule disruption, concerns about consistency, and doubts about the usefulness of the data (Wilson, 1992; Howell et al., 1993; Maudaus & Kellaghan, 1993; Worthen 1993). Yet, when teachers have the freedom to choose, there is enthusiasm for alternate assessment.

Third, making such changes is not easy. The teacher believed that regular monitoring based on unambiguous criteria, such as work completed, stimulated student productivity. For the teacher, the motivational power of assessment resided in the fairness of objective procedures. When he/she tried to use performance assessment, he/she felt that objectivity was lost. The teacher had little confidence in the rules he/she developed for interpreting students responses, believed that given grades favoured students he/she liked, and felt assigning a single grade to all students in a group was unfair. Although the teacher tried to resolve these conflicts, he/she eventually returned to multiple-choice testing.

Finally, one of the most challenging shifts in conceptions of assessment is related to the changing role of the teacher and the changing educational environment. The context for educators is changing rapidly and dramatically. It is more complex and volatile. Teachers are in an environment of conflicting and ever-increasing demands where the school is expected to meet all these demands. In such a shifting context our outcomes for students have sufficiently changed and traditional assessment practices are no longer adequate. If we value "participation, equality, inclusiveness and social justice," (Hargreaves & Fullan, 1998, p. 13), then our classrooms and schools need to be places where students share leadership and responsibility for learning. Hargreaves & Fullan further suggest that "Involving students and parents in decision-making, teaching and learning decisions, parent conferences and assessment of achievement, extend these democratic principles further" (p.13). In such a shifting context our outcomes for students have sufficiently changed and traditional assessment practices are no longer adequate.

All of these factors place the demand on teachers to develop assessment literacy themselves. We define assessment literacy as the:

1) capacity to examine student data and make sense of it;
2) ability to make changes in teaching and schools derived from those data;
3) commitment to engaging in external assessment discussions.

Developing assessment literacy facilitates teacher confidence about the defensibility of their evaluation practices and reduces feelings of vulnerability. It means that teachers are able to provide the home with clear and detailed assessments, and are able to provide a rationale for the assessment choices they make in their classrooms. Becoming more assessment literate also means teachers becoming critical consumers of externally generated assessment data so that they can engage in the arguments about standards and accountability (Hargreaves & Fullan, 1998) . Educators who can clearly and respectfully discuss assessment issues with non-educators and educators alike, will be better able to link student learning and instructional approaches for the purpose of continuous improvement.

Four conceptual shifts have just been elaborated:

1) the movement toward direct observation of complex performance rather than brief written tests;
2) the mixed responses by teachers to alternate assessment;
3) the difficulty in making assessment changes;
4) the changing role of the teacher and the changing educational environment that necessitates the need for teacher assessment literacy.

The problem is that without teacher involvement in student self-evaluation, teachers have no direct knowledge

about whether individual students are on an upward or downward path. The choice for teachers is not whether students evaluate their own work (they will regardless of teacher input but whether teachers will attempt to teach them how to do so effectively. The goals of our ongoing research and the practical model and ideas that follow, are aimed at assisting teachers with this important work.

Three kinds of student benefits have been observed in the studies we and other researchers have conducted. The first is *cognitive achievement*, especially narrative writing skills(Ross et al., 2000). Students become better writers by learning how to evaluate their prose. The effects are strongest for the weakest writers. Self-evaluation training helps the low group the most because they are less certain about what constitutes good writing. All students, however, seem to benefit from the focusing effect of joint criteria development and use. The second benefit is in *the area of motivation*. Students who are taught self-evaluation skills are more likely to persist on difficult tasks, be more confident about their ability, and take greater responsibility for their work. Third, *students' attitudes* toward evaluation become more positive when they participate in the process. As students grow older they become increasingly cynical about traditional testing. When self-evaluation is included as a contributor to their final grade, students are more likely to report that evaluation is fair and worthwhile. Clearly, there is heightened meaningfulness of self-evaluation over assessment data.

Many teachers, parents, and students believe that if students have a chance to mark their own work they will take advantage, giving themselves higher scores regardless of the quality of their performance. We have found that students, especially older ones, may do this if left to their own devices. But, when students are taught systematic self-evaluation procedures, the accuracy of their judgment improves. Contrary to the beliefs of many students, parents, and teachers, students' propensity to inflate grades decreases when teachers share assessment responsibility and control (Ross et al., 2000). When students participate in the identification of the criteria that will be used to judge classroom production and use these criteria to judge their work, they get a better understanding of what is expected. The result is the gap between their judgments and the teacher's is reduced. And, by focusing on evidence, discrepancies between teacher and self-evaluation can be negotiated in a productive way.

Thoughtfully designed self-evaluation procedures that provide students with explicit criteria at an appropriate level of generality, that provide for student involvement in assessment decision-making, that elicit student cognitions about their performance, that ground student goal setting in accurate data, and that are integrated with sensitive instruction may provide teachers with a powerful lever for enhancing student learning.

A self-evaluation assessment system enhances student achievement on four arguments. Students will learn more because :

1. self-evaluation will focus student attention on the objectives measured;
2. the assessment provides teachers with information they would otherwise lack;
3. students will pay more attention to the assessment;
4. student motivation will be enhanced.

As well, self-evaluation is unique in asking students to reflect on their performance. Conventional test procedures provide no information about students' inner states during task performance, their subsequent interpretations about the quality of their work, and the goals they set in response to feedback. Self-evaluations that elicit information about students' effort, persistence, goals orientations, attributions for success and failure, and beliefs about their competence, give teachers a fuller understanding of why students perform as they do. When incorporated into teachers' deliberative planning they can anticipate impediments to learning, especially motivational obstacles.

As students move through the school system their skepticism about the validity of test scores increases. Students view self-evaluation more positively than other kinds of assessment. We found that students like self-evaluation because it increased clarity about expectations, was fairer, and gave students feedback that they could use to improve the quality of their work.

Finally, self-evaluation has an indirect effect on achievement through self-efficacy (i.e., beliefs about one's ability to perform actions that lead to desired ends). What is crucial is how a student evaluates a performance. Positive self-evaluations encourage students to set higher goals and commit more personal resources to learning tasks (Bandura, 1997; Schunk, 1995). Negative self-evaluations lead students to embrace goal orientations that conflict with learning, select personal goals that are unrealistic, adopt learning strategies which are ineffective, exert low effort and make excuses for performance (Stipek, et al., 1992). Higher self-efficacy translates into higher achievement.

As a result, self-evaluation is unlikely to have a positive impact on achievement if these misconceptions are not addressed by teaching students how to evaluate their work. Simply requiring self-evaluation is unlikely to have an effect on achievement. Students have to be taught how to evaluate their work accurately and need time to develop the appropriate skills.

Teaching self-evaluation also has benefits for teachers. Teachers who participate in in-service focused on how to teach self-evaluation grow more confident in their skills as teachers and use a greater variety of assessment techniques in the classroom.

Teacher-efficacy is the belief that teachers, individually and collectively, will be able to bring about student learning. There is a generative power of teacher expectations. Teachers who anticipate that they will be successful set higher goals for themselves and their students, are more willing to engage in instructional experiments, persist through obstacles to implementation, and have higher student achievement. The connection between teacher learning and student learning is a critical and essential link.

One of the greatest challenges for teachers is the recalibration of power that occurs when assessment decisions are shared. Data collected in one of our projects suggested that teachers found it difficult to share control of evaluation decision-making, a responsibility at the core of the teacher's authority. Such difficulty may be due to the fact that teaching students to be self-evaluators involves the implementation of fundamental changes in the relationship between teachers and students in the classroom. Changing root beliefs, behaviors and relationships is difficult and takes time. Accordingly, another challenge is time. Teachers need considerable time to work out how to accommodate an innovation that involves sharing control of a core teacher function with their existing beliefs about teacher and learner roles. As well, students need time to understand what self-evaluation is and how it relates to their learning, in addition to learning how to do it.

Challenges such as these will demand that teachers be patient with the change process, for themselves and for their students.

3. Models of a selfevaluation work:

Topic :Wordformation

The teacher has to explain how to form new words and he want to involve students in this topic as much as possible.

Example: The teacher has prepared an exercise which is separated into two columns. Students need to complete the one of them:

Theperson who works as a police	Policeman
The person who sell the fish	
The person who fight the fire	
The person who doesn't see	

The correct answer of the students will be only in the form of a composed noun.

The last tip help student to find only the correct form of their answers. Then based in their words they can identify the specific element of this words.

Topic: Verb tenses

The teacher need to explain the past , the presentend the future.

One solution is to share the class into 3 groups and give them make description about:

First group:

The first day in school.

Second group:

Their city today

Third group:

How will be their future.

In the end of this task they will underline the verbs and each group complete the verbs in the specific column at the board.

Past	Present	Future

In this way teachers can explain also the modality of verbs.

With this activities teachers can help students to understand how they can do better the activities in the class and the most important is that they become more productive in order to measure their quality, so to realise our expectations to evaluate themselves.

4. Some tips for getting students started with self-evaluation:

- Define self-evaluation for students (e.g., "judging the quality of your work").
- Make the benefits of self-evaluation visible to students.
- Talk about the benefits, and address such benefits consciously, both at the beginning of the process and throughout.
- Overtly confront students' feeling and beliefs about self-evaluation. This means directly dealing with misconceptions.
- Start small. Create lots of small, short self-evaluation opportunities for your students.
- Use a variety of quick pre-designed forms to get your students into the practice of self-evaluating during or after regular activities they do in the classroom.
- Choose a performance that you and your students have had some experience with (e.g., oral presentations, research reports, narrative writing).
- Expect a range of reactions from your students as you help them get better at self-evaluation. You will have a continuum of responses, from positive reactions as students see this as "fair" assessment, to negative reactions as students discover that sharing control also means sharing the workload.
- Create collaborative conditions for your own professional learning. Work with a peer or colleague in experimenting with self-evaluation. Such experimentation will enhance personal assessment literacy. The constructive dissonance, social comparison, synthesis, and experimentation that occur when working with others will have a significant effect on your learning, and ultimately, on your students' learning. Collaboration will help you more effectively link student learning and instructional approaches for the purpose of continuous improvement.
- Let all stakeholders (students, parents, administrators, colleagues) know what assortment of assessment practices you are using in your classroom, and practice articulating a rationale for why self-evaluation is an important part of your assessment repertoire.
- Trust that your students can be integral assessment partners, and with time, teaching, and co-learning, that you and your students will become better at it.

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