

Seeing Self-Assessment and Teacher Feedback through Students' Lenses

Implementation of Self-Assessment and Investigation of Feedback in Lower Primary Classrooms

Wong Hwei Ming, Liyana Binte Safii and Kwek Beng Kiat Dennis

KEY IMPLICATIONS

- Teachers' and students' mindsets, engagement and commitment are important components for the sustained implementation of self-assessment.
- While teachers should continue to provide a variety of feedback to students, they can consider:
 - providing more self-regulation feedback and support to students
 - following up on feedback given to students.
- Self-assessment training for students is necessary and can be implemented systematically.

BACKGROUND

In a rapidly changing and globalising world, the Ministry of Education (MOE) has been changing its assessment mode to incorporate Assessment for Learning (AfL) into the curriculum. Self-assessment, an AfL strategy, would engage students to deliberately reflect on what they are learning and how they are learning it (Wong, 2017) while using feedback from teachers to enrich their understandings of their own learning and make efforts to improve their performance.

FOCUS OF STUDY

With the MOE advocating strongly for formative assessments for learning, this study hoped to elicit empirical evidence of the usefulness of academic self-assessment in the lower primary classroom context from the perspectives of teachers and students. Due to central role of feedback in AfL, the study would also describe how teachers gave feedback and how the feedback were perceived and used by lower primary school students to support their own learning.

KEY FINDINGS

Self-Assessment Implementation

- Students reported that they were better able to self-assess themselves using the rubrics, and that self-assessment training was helpful.
- Teachers perceived the self-assessment training to be necessary and that teaching students how to use self-assessment tool systematically is important, such as explaining the criteria and the use of exemplars to demonstrate to students.

Students' Perception of Self-Assessment and Teacher Feedback

- Students found self-assessment useful and have learnt most about independent learning through self-assessment.
- Majority of the students felt that they should do self-assessment. However, slightly more than half also agreed that they needed more practice to be confident in doing self-assessment.
- Students used feedback from teachers but the feedback were mainly on task, process and self. Interestingly, the students liked positive self-feedback, which was not related to work, as a form of affirmation (Safii & Wong, 2017; Tan & Wong, 2018).

Teachers' Perceptions of Self-Assessment and Feedback

- Teachers viewed self-assessment as a tool for students to attain feedback and for students to take ownership of their learning.
- Some teachers used the information from their students' self-assessment to inform their teaching such as providing remediation or to re-teach concepts.
- Teachers provided a variety of feedback to students, mainly on task, process and self. However, the provision of self-regulation feedback was much less frequent.

SIGNIFICANCE OF FINDINGS

- Self-assessment training for students is necessary and can be implemented systematically.
- Self-assessment and feedback are necessary skills and knowledge for pre- service and in-service teachers.

PARTICIPANTS

There were 160 Primary 3 students and five Mathematics teachers from one primary school who participated in the research study.

RESEARCH DESIGN

Students were administered a Self-Assessment Questionnaire twice within the year. The research team conducted a one-hour self-assessment training session to explain the purpose of self-assessment and demonstrated the different descriptor levels for self-assessment criteria. Students completed self-assessment rubrics twice a week. Five randomly selected students per class participated in focus group discussions on their perceptions and utility of self-assessment, and their perceptions of feedback and how they used it to support their own learning.

Teachers were interviewed before and after the students' self-assessment training to gather their views of self-assessment. The teachers also worked with the research team to select an instructional unit of work for observation focusing on teacher feedback.

REFERENCES

- Safii, L. & Wong, H. M. (2017). Seeing self-assessment and teacher feedback through students' lenses. Paper presented at the 7th Redesigning Pedagogy International Conference, Singapore.
- Tan, K. H. K. & Wong, H. M. (2018). Assessment Feedback in Primary Schools in Singapore and Beyond. In Smith, J. & Lipnevich, A. (Eds). *The Cambridge Handbook of Instructional Feedback* (pp. 123-144). Cambridge: Cambridge University Press.
- Wong, H. M. (2017). Implementing self-assessment in Singapore primary schools: Effects on students' perceptions of self-assessment. *Pedagogies: An International Journal*, 12(4), 391-409.

About the authors

WONG Hwei Ming, Liyana Binte SAFII and Dennis KWEK are with the National Institute of Education, Singapore.

Contact Wong Hwei Ming at hweiming.wong@nie.edu.sg for more information about the project.

This brief was based on the project OER 13/15 KBK: Implementation of Self-Assessment and Investigation of Feedback in Lower Primary Classrooms.

How to cite this publication

Wong, H. M., Safii, L., & Kwek, D. (2019). *Seeing Self-Assessment and Teacher Feedback through Students' Lenses: Implementation of Self-Assessment and Investigation of Feedback in Lower Primary Classrooms* (NIE Research Brief Series No. 19-014). Singapore: National Institute of Education.

Request for more details

Please approach the Office of Education Research, National Institute of Education, Singapore to obtain a copy of the final report.

>> More information about our research centres and publications can be found at: <http://www.nie.edu.sg>