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# Pupil self-assessment and assessment of the teacher – two closely related processes

In the current national curriculum (the Framework Educational Programme for Basic Education – FEP) the concept of child /pupil/student has become the basis for conceptual thinking about the whole educational process. If we want to respect the pupil´s personality, then it is necessary realize in practice the relevant didactic concept. It includes an approach to student assessment, too. Such assessment fully engages pupils in targeted judging process. In this contribution we describe a model of a comprehensive and developing assessment and conditions for its implementation. In the proposed model student self-assessment is fully connected to the systematic assessment of the teacher and gains a significant importance for self-directed learning. Both assessing processes (teacher assessment and pupil self-assessment) support the student´s motivation and efforts to achieve the set goals and encourage teachers to select appropriate strategies developing the personality of the pupil.

**Keywords:** teacher, pupil, assessment, self-assessment, comprehensive developing assessment model, self-efficacy

## 1. Introduction

*Motto: The assessment should always benefit the student development.*

In the modern curriculum of basic education in the Czech Republic – Framework Education Program for Basic Education (FEP) the concept of child/pupil/student has become the basis for new conceptual thinking about the whole educational process. FEP defines nine goals that concern cognitive, affective, social, physical development and self-development of the pupil. The document also outlines further target categories of the development of students – key competencies. In the above-mentioned documents which predetermine the form of educational programs, the concept of the goals aims at the compact (holistic) view of pupils' personal development, which requires to carry out new didactic concept.

It is a long process, coupled with changing attitudes of society and above all the participants of the educational process. It means thinking deeply over the process of teaching, effective methods, forms of work,

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motivation, different conditions, teacher roles, communications, climate, meaningfulness of acting. All this promotes the quality of life of our children, which is significantly related to how the child handles the demands of school and how they perceive their success, which is considerably associated with the evaluation methods.

The results of research (Mareš, Neusar, 2012), focused on the students ideas of a successful, average and poor life, point out one important category that children aged between 8-11 report – the category associated with their school assessment, namely the marks, which in our society are still a frequently used form of teacher evaluation. For children *bad life* means missing family, but also "poor grades and that student does not learn well".

On the other hand a *great life* for these children means – in addition to wealth, family background and friends, also success at school – "excellent marks" (Mareš, Neusar, 2012). Experiencing school success or failure in specific situations affects the overall perceived student´s *academic self-efficacy,* co-participates in the formation of his self-concept and retrospectively influences student outcomes. Experiencing school success (Mareš, Neusar, 2012) is one of four sources influencing student´s beliefs in their self-efficacy. It arises under the influence of situations experienced in the family, the environment and especially at school where the pupil spends a substantial part of the day and is constantly confronted with the target category and the performance of their classmates in communication with teachers, classmates and themselves.

During more than twenty years we have gone a long way in the view of the pupil's personality, the role of teachers, teaching strategies, educational content but we have not progressed much in the assessment of pupils.

Evaluation lags behind the general worldwide trend to distinguish the evaluation outcome – what the student knows and is able to do, the process of his/her learning and a very important aspect of assessment – pupil progress (Guskey, 2011). This trend is a response to insufficient informative value of the marking on numeric scale, which is not only in the Czech Republic but in many other European countries very often used in the continuous and summative evaluation of students. The form of the final school report is closely connected to the issue that Slavík defines (2003): "What is the value of feedback information for student and parents?". The answer is not simple. The value of feedback is related to many factors, such as the value of education in the family; the relationship of parents and pupils to the school; parenting style of the family, teachers; cooperation with parents, classroom climate; quality of feedback, its frequency and especially the relationship between the teacher and the student. It depends on the ability to interpret assessment report, too.

In the concept of developing education not only the teacher is the author of evaluation reports but also the pupil. The student who is guided to self-regulated learning is able (on his/her level) to describe this process and its outcome. The teacher should take into account the description of the pupil because it will reflect implicit, unknown phenomena and complete an overall picture of the learning process. This must be adapted to the educational process and established evaluation model in which the assessment is not just a means of judging learning process and its results /assessment of learning/, but also the aim of the educational process /assessment

for learning (Black, William, 1998). Teachers support students in learning by providing quality feedback on their progress and naming problems in learning (Bloom, Madaus, Hastings, 1981; Wiliam, 2006).

## 2.  Model of comprehensive and developing evaluation

### 2.1. Concept

If we accept the student as a personality – an independent autonomous individual, and if we want to evaluate comprehensively their development, then we have to invite them to this process (see the concept of autonomous essessment /self-assessment/ in Slavík, 2003). "Neither autonomous, nor heteronomous evaluation itself can be judged positively or negatively – the two necessarily belong to the educational reality and both are fully-fledged part of educational processes" (Slavík, 2003, p. 14). But their relative proportionality is questionable. Proportionality, which applies not only to these two concepts of evaluation, but also to other aspects such as assessment functions, types, forms of assessment and assessment aims, which brings us to *developing and comprehensive evaluation model* in which the teacher assessment is explicitly balanced by student self-assessment. Together they form a whole, there is no one without the other (Fig. 1).

The whole model comes out from the concept of teacher assessment and student self-assessment. Self-assessment is generally any judging itself. In the school context it is one of the educational methods, allowing the students to confront their view of themselves, their performance with the views of teachers, classmates and comes to more real self-concept (Průcha, Walterová, Mareš, 2001). In relation to the above definition we describe *developing and comprehensive evaluation* as follows:

> Comprehensive developing process of evaluation based on the partnership between the teacher and the student and lies in the activities when both the participants (teacher, student) identify the knowledge, skills, attitudes at a certain stage of the educated subject to compare them to the desired state (attainment targets) and together formulate such evaluating statements and take such measures and personal goals that will encourage pupils to achieve this status. Its aim is to assess the learning outcomes to the proposed objective, the course of learning, pupil progress and thus develop the pupils learning and teacher thinking as a result of information obtained through their reflection.

From this definition it is evident how necessary the pupil self-assessment is, through which the student compares his/her performance to a specified target. Students learn to take responsibility for the results of their learning process and direct it. Its aim is to assess on what level their knowledge, skills and attitudes are, to accept fault as a part of the learning process and work with it, to plan their further development – to set goals and the means to achieve them and assess their progress towards the objectives set.

The definition of educational goals (targets, objectives) and their communication to the student is a necessary starting point in teaching. They affect the subsequent selection of teaching strategies and activities of students and have an impact on the manner and type of evaluation by which the teacher tries to get information if the pupils meet the set of targets (see Black, 2009, p. 9).

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Attainment
targets

Teaching
and
learning
activities

Assessment

Self-assessment

Teaching
objectives

Strategies
of teaching

Self-directed objective

Continuous assesment
and
self-assessment

Individual objectives
(individualisation
and differentiation)
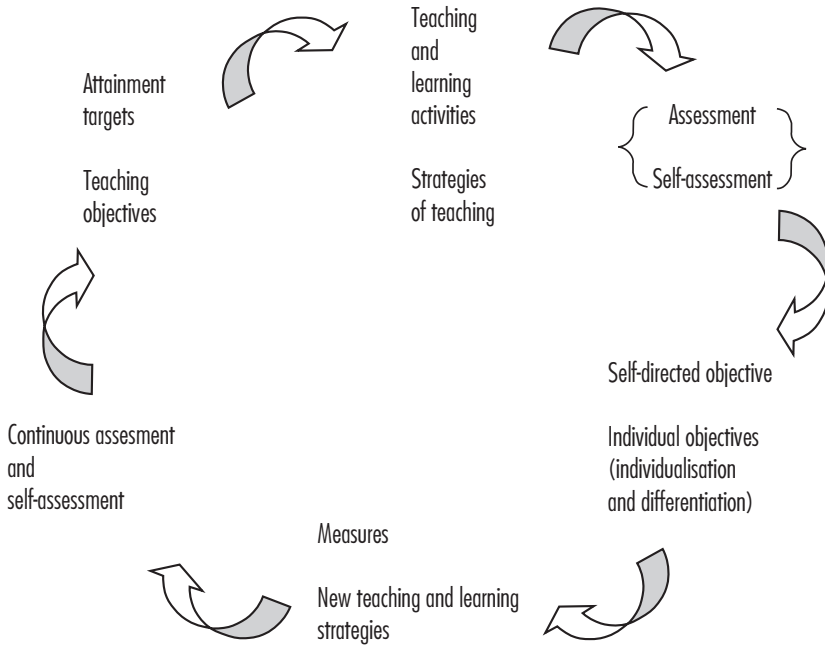
Measures

New teaching and learning
strategies

Fig. 1. Comprehensive developing evaluation model

Self-assessment which is quite deliberate, planned, speaks of implicit phenomena that teacher cannot perceive as an outside observer (e.g. student satisfaction with the achievement, the reasons for his self--assessment; the area where the student himself requires help, his ideas of help but also his activity to improve the result…). The teacher and the pupil together complete the "picture" of the already obtained partial results and formulate personal goals and the resulting measures to help the student achieve them. Personal goals can be short term but also long term. Their duration depends on the pupils´ age, level of development, assumptions, general objectives, which the pupils head for; own efforts, both internal and external motivation. Personal objectives should be clearly communicated to students in a language they understand, they should be acceptable, achievable by the pupil and continuously evaluated.

By participation in the evaluation of personal goals the pupil takes responsibility for his learning. The pupil becomes the participant in the change of his development, planning and implementation of the objectives (partial) that finally affect his life goals. In accordance with the philosophy of education turnover (Helus, 2009) education is not just care about the knowledge and skill development, but also the development of the personality and ways of life.

*Model of comprehensive and developing evaluation* is consistent with the phases of self-regulated learning according to Zimmerman (Mareš, 2001): considering (goal-setting, focusing on a goal, strategic planning;

implementation and volitional control; self-reflection. It is close to the definition of four basic elements of assessment that supports learning according to Clarke (2005): sharing the learning objectives, effective questioning (search for "good questions" process-defended Hansen-Čechová, 2009, pp. 20-25), self-assessment and peer assessment of students, effective feedback.

Throughout the process of comprehensive and developing assessment the mutual balance has an important role among: a) participants of assessment, b) rhythm of assessment (frequency and regularity), c) the methods of assessment and types of assessment. The involvement of pupils in the evaluation process causes a partial shift in communication between the teacher and the student. The asymmetric model (Gavora, 2005) of communication is changing, it creates more space for communicating the results and the process of learning by the student himself and communication with himself.

Although the student self-assessment in the Czech Republic is even legally "anchored" in the text of Decree No. 48/2005 on basic education, it prevails in the general and oral form, and rather accidentally according to the time of the teacher. These results are supported by the research (Horká, Kratochvílová, 2012) which shows that:

- pupil self-assessment has its place in the educational process, but the application lacks the systematic character,
- is situated in rather emotional area when students express feelings about the learning process using phrases "like", "dislike", "I feel",
- teachers often ask students for self-assessment of the product (outcomes) than process, especially in arts,
- self-assessment is usually not based on explicitly formulated criteria and does not relate to specifically set objectives which most students are not familiar with,
- although there are attempts in a written form, it prevails in oral form as a summary at the end of teaching unit; it is not connected with the teacher assessment at the same time and common direction of the pupil development.

So the question is why the systematic self-evaluation is neglected at schools. Causes may be various: adherence to traditions, the time factor, the high class sizes, inadequate teacher competencies, the overall concept of teaching and the teaching style and lack of trust in the student's ability to engage in self-evaluation process.

## 2.2. Conditions for model comprehensive and developing evaluation

Involvement of pupils in the assessment process requires teachers beliefs in its meaning and progressive guidance of students to self-evaluation competencies. For this it is necessary to ensure:

1. Suitable conditions (climate in the class, partner relationship, security, solidarity) are necessary (in the school and family) for realization of self-evaluation processes.
   The child must feel he/she can safely communicate his/her view of the achievement and that the teacher respects his/her opinion, which does not mean that he must completely agree in some cases.

In developing self-assessment competencies the teacher should lead students to understanding that the self-assessment and the peer-assessment leads to an easier understanding of what pupils can do, but also mistakes and thus to easier way of correcting them; that evaluation is a positive process, not criticism at any cost and thus lead them to discover themselves and their self-efficacy.

2. Time – it has already been mentioned that for the systematic self-evaluation in real school life there is not much time left. Targeted, regular and systematic self-assessment completing the assessment of teachers, however, requires a certain regularity and enough time. Those who believe in the influence of self-assessment on the development of students realize they support student learning process and ultimately save time.

3. A successful self-assessment must be based on appropriate instruments, which include:

a) knowledge and understanding of the objectives which pupils achieve – consistently communicate the objectives of the students activities in a simple and understandable form. Goals should not be only named, but "visible" and during the process of meeting them they should be mentioned again and again. On a personal goal followed by naming their own activities and student activity, and of course ongoing evaluation of the goal (through graphical representations, written, oral evaluation). Objectives so closely related to developing the tasks for which H. Lukášová (2010) called "tasks, which fully respect the needs of the child to develop in certain areas and which are chances to self-realization of students." Clear target orientation – ability to work with the goal – is to choose correctly, tell them to provide appropriate tasks and feedback at any given time affects student performance and his experience of success or failure.

b) the formulation of criteria and indicators of quality of results by the teacher – to implement a quality assessment based on descriptive language that serves as a model for pupils and parents; based on the above mentioned try to formulate criteria together (according to the age category) and to lead students to try to assess themselves in accordance with the criteria.

c) Improving the self-assessment skills – progressively lead pupils to make self-assessment more individual, with precise and accurate formulations, with the constant support of the teacher.

d) A positive attitude to self – assessment – keep leading pupils to the fact that it is a positive process, not a criticism at any cost; lead students to think critically, to build self-confidence and healthy self-esteem.

e) The variety of forms and means of evaluation which are complementary and correspond to the objective of evaluation.

4. Informing parents about the importance of self-assessment and its implementation in the classroom. Parents should be informed of student self-assessment as well as of the way of the teacher´s assessment. Parents did not have many opportunities to develop their self-assessment competencies in the past. Therefore teachers should pay even more time and opportunities to explain the importance of self-evaluation to them.

In the *model of developing and comprehensive evaluation* the self-assessment should be compatible with the assessment of teachers and together they create a whole, which encourages pupils to greater responsibility

for their learning (see Kumar, 2013). The assessment should be carried out systematically with a certain regularity in various forms, including writing (see Black, 2009). It depends on teachers which written instruments they choose. However, they should support cognitive, corrective, motivational and personality functions (Kolář, Šikulová, 2005; Košťálová, Miková, Stang, 2008). The system of self-assessment should be enriching and understandable to all participants of education – children, parents, teachers. There should be a consensus among the teachers in the school.

3.  **An example of the model of comprehensive and developing evaluation: Assessment tool – Informative book for assessment and self-assessment (Kratochvílová, Černá, 2012)**

As an example of developing and comprehensive model of evaluation is the system in the book for assessment that has been gradually formed since 1994 in elementary school-Ivančice Řeznovice (author J. Kratochvílová, S. Papoušková, F. Tomášek, K. Černá). This tool started to be used by a number of schools which emphasize personality development training model.

The assessment tool is divided into two parts:
a. Informative: contains information about the school, student, parents, class rules, rules of group work, consultation dates and school holidays, participation in student hobbies;
b. Educational: contains information on the importance of assessment and self-assessment for parents and of the aim of assessment. Then there are parts for weekly and monthly periodical self-assessment and for teacher assessment, recorded continuously and collectively at the end of a period. The book is designed for teachers as a source of diagnostic information on the results, the pupil's learning and about his progress. For students it is a tool to track their results and progress, to manage their learning and leads them to responsibility for their results.

The system has been gradually checked, and reflected and upgraded. Changes of major importance occurred in 2007 in connection with the validity of FEP (it includes the assessment of key competencies) and subsequently in the years 2009-11, when it was edited for the Czech section of the European School Brussels III (version Kratochvílová, 2010/11, 2011/12). Reflections on how to work with this system, jqualitative analysis of information in books, records, interviews with teachers, parents and pupils and the need to obtain other necessary diagnostic data led to the last treatment (valid since 2012/13).

The proposed system will require intense involvement of students in the evaluation process, not accidentally but in certain regularity. It uses both ongoing formative evaluation of teacher and pupil and the weekly student self-assessment, which is supplemented by monthly assessment of the teacher and pupil self-assessment. This process is completed by summative assessment (school report) twice a year.

The concept can be briefly summarized as follows:
• It works with the goals of students and students learns to monitor and evaluate their progress (e.g. *What I know very well? What I'm doing well? What else do I want to improve? – give your personal*

*goal and write it. What I am going to do to meet the objective? Write how you manage to fulfil your personal goal. Write what you need to help with.).*

- It systematically and purposefully links teacher evaluation to student self-assessment of each month and whole school year.
- It is based on regularity – students carry out weekly self-assessment during each month in the prescribed structure, which does not exclude the use of unwitting assessment in any form in the classroom.
- Regularity is reflected in the monthly summary self-assessment, which tries to particularly affect the learning process including the evaluation of affective components (e.g. *When am I happy in the class, at school? When am I not happy in my class, at school? Which subject at school is my favourite? What do I want to change at my school? Draw the situation of the class, school, when you were happy...).*
- Includes an assessment of the outcomes of partial subjects and assessment of key competencies.
- Key competencies (whole set) are evaluated by student, teacher and parents (twice a year).
- Parents evaluate the selection of competencies that can be assessed from the perspective of home background.
- It includes in the evaluation process parents who have the opportunity to give feedback to the student not only to the results, but especially to the learning process and progress (e.g. *How would you judge my work effort and attempt in the recent period? What can you appreciate me for? What could help me? What would you recommend me?*).
- The system includes formative and summative evaluation and self-evaluation; pupil forms writen summative assessment (twice a year), which reflects his/her acquired skills – especially descriptive language.
- It provides an important diagnostic function – space for monitoring pupils' values (such as individual student wishes, wishes for a class, family...).

It is a balanced system in which both types of evaluation – teacher and pupil are complementary, providing a comprehensive view of student learning process and its results. Parents are informed and involved in the evaluation.

The success of this system is based (in addition to the above) on the competencies of teachers for evaluation. In particular:

a. *Respect for the different functions of assessment* and their implementation in real life of pupils (see Košťálová et al., 2008; Slavík, 1999; Kratochvílová, 2011). Basically it is a cognitive-informational, corrective, conative, motivational and development functions), whose strength is not sufficiently used in practice. The research surveys show that the informative function of assessment is very often underestimated. Teachers provide pupils information if they met the outcomes most often with marking or numbering of errors; however, specific information on their outcomes and the learning process and what and how to develop and how to proceed in the learning process is rarely provided to students.

b. Using *many types of assessment* and preference of certain types. All types of assessment have their importance, if they correspond to the objective of evaluation we follow. In practice, teachers apply all types of assessment, some more than others (unwitting x intentional; formative x summative, the

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result x process, normative x criterion). Generally they prefer the summative evaluation and ignore the formative evaluation. For teachers it is important to be aware of the possibilities of different types of evaluation, to work with them purposefully and combine them in practice. Attention should be particularly paid to formative assessment and assessment according to the criteria and pupil individuality.

c. Use of *different forms of assessment*. Their choice is related to the aim of assessment, type of assessment, student personality, his/her age and is closely related to the teaching situation. According to the teaching situation the teacher uses various evaluation methods during the day that are complementary and intertwined. None of them is better or worse. All are suitable if they are in line with the functions of evaluation and their choice corresponds with the objectives set. From experience we observe that the most commonly used form is the numerical evaluation, whether in the form of classification levels, points or percents. When the teacher uses verbal evaluation, it is rather in oral form. However, graphic and nonverbal forms (especially illustrative objects) of assessment are neglected. If there are different styles of learning and preferred styles of intelligence (Gardner, 1999), then we should (together with the students) express the results of teaching by different forms of expression because each resource has its own specifics and even impact on the child's individuality.

d. The teacher should support the assessment by the *basic pillars* (working with the student's development objectives, criteria and use of descriptive language forms), which can significantly affect student beliefs in their capability to learn and act, so it can influence their overall self-concept and self-esteem. While respecting the functions and conditions of assessment the teacher influences sensitively student self-assessment and becomes the model in the development of the student self-assessment skills.

The formation and development of evaluation skills comes hand in hand with the development of psycho-diagnostic, educational, diagnostic and intervention and professionally and personally cultivating competencies of the teacher (Vašutová, 2004). Their using in practice affects the learning process of pupils and their results.


## Conclusion

The contribution outlines the need to change the concept of evaluation corresponding to the new paradigm of education. We have pointed out some characteristics of self-assessment in school practice and given an example of developing and comprehensive evaluation, which is used by schools in the Czech Republic. We have tried to define a complex developing system of evaluation and highlighted the skills of teachers and the conditions that affect the quality of evaluation and self-assessment.

Comprehensive approach to assessment is based on work with objectives and their systematic ongoing evaluation. It focuses not only on the outcomes but also on the process of pupil learning and his progress. It is interested in students' experiences, behaviour, will, effort and concrete actions. The final school report should correspond to this.

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Targeted and systematic self-evaluation joins teacher statements and together they constitute a whole which helps teachers gain a better insight into the student implicit ideas. Together they can look for such teaching and learning strategies that lead to the development of student self-regulated learning and ultimately to develop their self-concept and satisfaction from the performance. Its essential part is the involvement of parents in the process.

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### Streszczenie
#### Samoocena ucznia i ocena nauczyciela — dwa ściśle powiązane procesy

W obecnym programie krajowym (Program Edukacyjny Ramy Kształcenia Podstawowego — FEP) koncepcja dziecka /ucznia/ studenta stała się podstawą do koncepcyjnego myślenia o całym procesie edukacyjnym. Jeśli chcemy szanować osobowość uczniów, konieczne jest realizowanie w praktyce wskazanych założeń dydaktycznych. Obejmują one między innymi podejście do oceny uczniowskiej. Taka ocena ukierunkowana jest na proces i w pełni angażuje uczniów. W niniejszym artykule autorka opisuje model kompleksowej i rozwijającej oceny oraz warunki niezbędne do jego realizacji. W proponowanym modelu samoocena uczniów jest w pełni połączona z systematyczną oceną nauczyciela, co przynosi znaczący zysk dla samokształcenia. Oba procesy oceniania (ocena nauczyciela i samoocena ucznia) wspierają uczniowskie zaangażowanie i starania, aby osiągnąć wyznaczone cele oraz zachęcają nauczycieli do wyboru odpowiednich strategii rozwijających osobowość ucznia.

**Słowa kluczowe:** nauczyciel, uczeń, ocena, samoocena, kompleksowy model oceny rozwoju, samokształcenie