

## SELF-ASSESSMENT AS AN IMPORTANT TOOL FOR THE TEACHERS' FORMATIVE ASSESSMENT

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### ABSTRACT

The inclusion of students in the assessment process is a vital and essential part of the process of evaluation. This kind of method is integrated with learning or teaching and when students evaluate their own performances, the responsibility for the level and quality of their learning remains more in them than the teacher. Self-assessment can improve the efficiency of learning. It helps in developing the ability to analyze and form critical attitudes towards the learning process. Self-assessment offers an opportunity for students to undertake the responsibility for their own learning and it also contributes to giving a more pronounced sense of ownership of what they learn. The aim of the research was to investigate whether teachers give priority to self-assessment as an important tool for the teacher's formative assessment. Several methods were used: inductive, deductive, comparative and a statistical method. The data collection instrument was a questionnaire for teachers, and a questionnaire for students. 120 teachers and students indicated that this process makes students more independent in the way they learn and take responsibility for their learning.

**Keywords:** self-assessment, teachers, students, achievement, success.

### 1. INTRODUCTION

Student self-assessment is essential to their development as independent and responsible learners. It is a powerful technique for improving achievement. Through the process of self-assessment students evaluate their own learning process, set learning objectives and performance criteria together with their teachers and at the same time appraise and examine to what extent they meet those criteria. Self-assessment is a kind of self-knowledge and a critical attitude toward themselves. It is an expression of the maturity of the student, who should be able to realistically evaluate his/her abilities and achievements, because only self-assessment may contribute to their personal development. Therefore, it will be necessary for the students to actively participate in the process of assessing their own achievement. The implementation of self-assessment entails deeper involvement of students in the assessment of their work, so that the obtained feedback could be used to improve their learning.

This paper additionally presents the situation in primary schools, about how teachers use this effective method and how they provide a way for students to get involved in the analysis and evaluation of their

work. Respectively, through completed research projects, we attempted to perceive the real situation of the practice of self-assessment tool in the overall teaching practice, while based on the testing of research hypothesis:

**H-1: “There is a difference in opinions between teachers and students about how much teachers give the students the opportunity to be included in the analysis and evaluation of their own performance (to self appraise).”** The hypothesis is verified based on the responses taken from a survey which is conducted on 120 teachers and 120 students from seven elementary schools in Tetovo.

## 2. LITERATURE REVIEW

Self-assessment is more than just assessing one’s own or each other's work. To improve learning, it must be an activity in which students engage with the quality of their work and one that helps them reflect on how to improve it. Participation of students in assessing their achievements is an imperative of the contemporary way of living but at the same time it is also a process that largely depends on the support and motivation of teachers to accept self-assessment as a key method for success in the classroom, and more frequent application in the overall instruction process.

Self-assessment enables students to undertake the responsibility for their own learning as well as to contribute in giving more pronounced sense of ownership of what they learn. The process makes students more independent in the way they learn and how they can take responsibility. (Zenuni-Idrizi, V., Rushani-Ajdari, R., 2016: 48) The studies have shown that students achieve better results if fully involved in the learning process.

This means that if the students know what to learn and why it is important for them, and then actively assess their understanding of the material, knowledge gaps and areas in which they might need improvement, they will achieve more than when just passively sitting in the classroom and doing exercises, without a real understanding of the purpose of the exercises and their real value and significance. Students often perceive the established problem as a challenge to their abilities, whereas curiosity is considered as an internal engine which leads to recognition and high self-esteem.

Students may be involved in the self-assessment process when they review their own work in a reflective way, identify aspects of what is good and what could be improved, and then set their own goals for their future learning. Self-assessment also includes meta-cognition, which is the process of being aware of their knowledge and thinking about their own learning. The skills for self-assessment include: effective questioning, thinking, problem solving, comparative analysis and the ability to exchange views on a variety of ways. (Zenuni-Idrizi, V., Rushani-Ajdari, R., 2015: 46).

Self-assessment or appraisal also refers to the opportunities that are given to students to assess their own progress or learning. This means that it is necessary to define criteria for the results, whilst the students are asked to evaluate their own work to determine the extent to which the criteria are fulfilled, i.e., in the self-assessment process of success, students rank their achievements regarding to the established criteria and standards. In the self-report inventories, students are required to fill in a form or to answer questions that reveal their attitudes and beliefs about themselves or other students (McMillan, 2006, pp.60).

If self-assessment is regularly practiced it will contribute to strengthening students’ confidence, their

dignity and motivation. It will also help them to form a more realistic and objective assessment for themselves, to be prepared for it and to be ready to take the risk – to be capable of perceiving how their own assessment differs from the assessments of others. After all, it is the best way of education to implement a very specific purpose - to enable and empower students for higher self-control and self-assessment. (Zenuni-Idrizi, V.,2020: 104).

### 3. RESEARCH METHODOLOGY

During the realization of this research, we defined to apply: inductive, deductive, comparative and statistical method and the instruments that were used are: a questionnaire for teachers and a questionnaire for the students.120 teachers and 120 students from elementary schoolsin Tetovo completed the questionnaires.

### 4. RESULTS AND DISCUSSION

In order to understand the opinion of teachers and students about the extent to which teachers use this effective method of objective assessment, respectively how much they give students in primary schools the opportunity to engage in the analysis and evaluation of their work, we defined the following hypothesis: „*There is a difference between class and subject teachers in terms of how much they give students the opportunity to engage in the analysis and evaluation of their own work (to self-assess).*”

The obtained results are presented *in table no.1.*

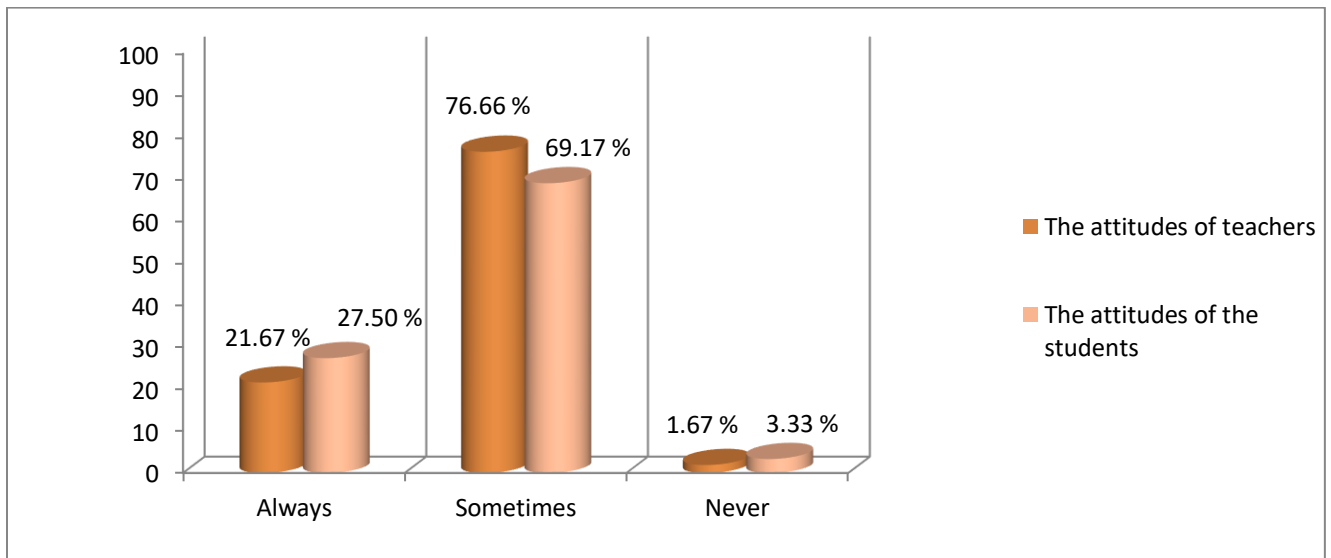
*Table 1 Primary school teachers' and students' views on the application of student self-assessment on the teaching process*

		ATTITUDES OF TEACHERS		ATTITUDES OF STUDENTS		Total:	
		Do you give the students the opportunity to be included in the analysis and evaluation of their work?		Do teachers give you the opportunity to evaluate your work?			
Response categories		f	%	f	%	f	%
a)	Always	26	21,67	33	27,50	59	24,58
b)	Sometimes (rarely)	92	76,66	83	69,17	175	72,92
c)	Never	2	1,67	4	3,33	6	2,50
Total:		120	100,00	120	100,00	240	100,00

$\chi^2=1,96$	df=2	p > 0,05
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The results of the Chi-square test ( $\chi^2$ ) show there is no significant difference between teachers' and students' opinions on the possibility given to students to be included in the analysis and evaluation of their work.

The data indicate that 76,66% of the surveyed teachers said they *sometimes or rarely* give the students the opportunity to be involved in the evaluation and assessment of their own work, and similarly, respectively 69,17% of the surveyed students claimed that they *sometimes or rarely* are given an opportunity to evaluate their own work and their activities. By contrast, most of the teachers (21,67%) reported they *always* give the students the opportunity to be included in the assessment of their own achievements, while only 27,50% of student respondents claim that they are given the opportunity to evaluate and assess their activities and achievements during the education process. The difference in opinions, is more evident and it can be noted in the third category of answers, where it is clearly shown that only 1,67% of teachers said they never give the students the opportunity to evaluate their work, while on the contrary, 3,33% of the student respondents claim that they are not given that opportunity, i.e. teachers do not include students in the analysis and evaluation of their activities in the teaching process. Regarding the hypothesis (H-1), that, *there is a difference in opinions between the teachers and students about how much teachers give the students the opportunity to be included in the analysis and evaluation of their own performance (to self appraise)*" it can be concluded that *it is not confirmed*. The data in Chart no.2 below show the ratio difference.



**Chart. 2. Teachers' and students' views on the use of self-assessment by the students in the teaching process**

## 5. CONCLUSION

Self-assessment is a kind of self-knowledge and a critical attitude towards oneself. It is an expression of the maturity of the student so it is desirable to be appropriate so that the student can realistically evaluate his/her abilities and achievements, because only thus self-assessment may contribute to personal development. Therefore, it is necessary for teachers to enable students to actively participate in the process of assessing their own achievements. One of the deficiencies of the checking and evaluating processes in our current school practice is the absence or small and often formal involvement of students in these activities. In contrast, all recent findings indicate greater and genuine involvement of students in checking and assessing their achievements, with an emphasis on self-assessment and self-verification. If self-assessment is practiced more often by means of true cooperation during the teaching process, there is no doubt that a solid foundation will be created for students' internal motivation to learn. This in turn will help them develop a sense that they are capable of self-checking and control of their own activities, thus contributing to the education process. (Naumova, 2013: 40). From the results obtained from the conducted survey of teachers and students, it can be concluded that most of them (76,66 %) *sometimes or rarely* give the students the opportunity to be included in the analysis and evaluation of their work in the teaching process, and that between teachers and students there is no significant difference in their opinion on the possibility that they give the students to be included in the analysis and evaluation of their work. However, it can be said that student self-assessment is still practiced in the teaching practice, because it is an important activity for students to develop awareness about the importance of the ability to assess their own work.

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