

# The Potential of Self-Assessment Rubrics as a Self-Assessment Tool: The Effects of Reflection by Employing an Individual Report

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## Background

### The Joint Research Team

Six teachers from different departments within the same university

### Our Research Purpose

1. Rubrics: to choose the most suitable tools for students' self-assessment
2. To verify the most effective operation of rubrics and establish a self-regulated learner development programme

### Our Research

1. The authors introduced a rubric-based self-assessment activity, which compares the level of achievement at the beginning and end of a semester, in an endeavor to enhance students and teachers' efforts.
2. The results revealed that students' awareness of achievement targets at the beginning of a semester were effective.



authors

The following challenge involved improving learning effectiveness beyond individual differences in students' behavior...

## Research questions

1. How can we improve the accuracy of the rubric?
2. How can we develop an effective method of reflection that can enhance learning effectiveness, regardless of students' individual differences?

## New Challenges in small classes

- (i) in the first class : self-assessment with rubrics survey form
- (ii) mid-semester: return the results of (i) with teachers' **comments** → reflection
- (iii) in the final class: self-assessment with the same form
- (iv) end of semester: return the results of (i)& (iii) with **comments** → reflection



**Questionnaire :** Was this helpful for your learning in the second half of the semester?

By "visualizing" the issues with graphs, I was able to reaffirm my own issues.



I was able to check on my progress and was able to motivate myself to study.



## Tentative conclusions

1. Reflection activities during short intervals are effective in providing students with concrete opportunities to develop and undertake steps toward becoming better self-regulated learners.
2. The importance of reaffirming the teacher's role as a facilitator, not just a disseminator of knowledge, was demonstrated.

## Discussion and further study

1. When operating in larger classes, feedback that differs from one person to another is impractical. As an alternative, about three types of standardised feedback could be prepared and adapted to the content of the reflection results.
2. The following two points should be considered in order to realize this goal:
  - ✓ To upgrade the rubric descriptions to more self-reflective language
  - ✓ To give structured feedback to students to motivate them further

We look forward to your comments!

