

Can learner self-assessment improve English story writing outcomes in Year 4?

This research project aimed to answer 3 research questions:

- Can self-assessment prepare learners for future learning?
- Can self-assessment improve learners' confidence in writing?
- Can self-assessment improve learner outcomes?

Self-assessment is "a essential component of formative assessment" (Black and Wiliam, 1998, p.85)

Self-assessment "contributes to higher student achievement" (Ross, 2006, p.1)

Intervention design

This intervention focused on using self-assessment during English story writing sessions.

A personalised rubric was created to suit learners within the setting.

Skill			Next Level
Vocabulary	Used simple verbs, adverbs, adjectives or nouns	Used a variety of interesting words, or groups of words, to give the reader more information	Used carefully chosen, interesting words and phrases to enhance my writing throughout
Punctuation	Use capital letters and full stops in some of my sentences. Nouns have capital letters	Used capital letters and full stops in all of my sentences and tried to use other punctuation	Used capital letters and full stops correctly. Other punctuation is mostly correct
Characters	Used character names and their roles	Used few words to describe how my character looks	My characters are clearly described with writing about their actions, speech, thoughts and feelings
Setting	Named my setting	Used a few words to describe my setting	Used carefully chosen descriptions throughout my story to create a clear sense of place and atmosphere.

Project duration
8 weeks

Differing attitudes

Staff

6/9 staff said self-assessment does not benefit learners

Lower ability learners do not enjoy self-assessment

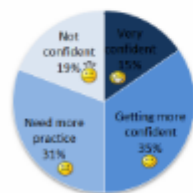
Learners

24/26 learners said they felt self-assessment makes them a better learner

All lower ability learners said self-assessment makes them a better learner

Learner confidence

Confidence levels before intervention



Confidence levels after intervention

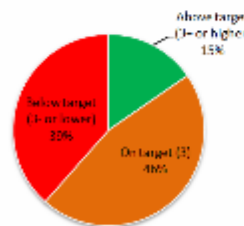


"it [the rubric] made me feel more confident about my work"

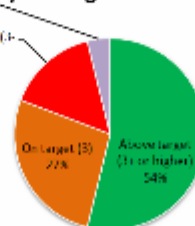
54% very confident

Learner outcomes

Story writing levels baseline data



Story writing levels exit data



- 54% above target
- reduction in below target writers

Reduced gap of lower ability learners

Impact Differing teacher and learner attitudes need to be addressed in school.

Confidence in story writing has improved significantly.

A rubric can improve learner outcomes for target genres in English.

References: Black, P. and Wiliam, D. 1998. Inside the black box: Raising standards through classroom assessment. Phi Delta Kappan. 80(2). pp. 139-148.
Ross, J. 2006. The reliability, validity, and utility of self-assessment. Practical Assessment, Research and Evaluation. 11(10). pp.1 -13.