Title: The reliability, validity, and utility of self-assessment

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Abstract (summary):
Despite widespread use of self-assessment, teachers have doubts about the value and accuracy of the technique. This article reviews research evidence on student self-assessment, finding that (1) self-assessment produces consistent results across items, tasks, and short time periods; (2) self-assessment provides information about student achievement that corresponds only in part to the information generated by teacher assessments; (3) self-assessment contributes to higher student achievement and improved behavior. The central finding of this review is that (4) the strengths of self-assessment can be enhanced through training students how to assess their work and each of the weaknesses of the approach (including inflation of grades) can be reduced through teacher action.

Description:
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Keywords: Self-assessment; Self-evaluation; Student self-assessment; Student evaluation; Student achievement; Student behaviour; Assessment techniques; Student performance; Student assessment; Grade 4; Grade 5; Grade 6; Peer assessment; Teacher assessment; Training programs; Self-judgment; Self-observation; Self-reaction; Self-efficacy; Student confidence; Student assessment techniques

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Toulmin, S.E. (2006). Reliability as used by Ross refers to 'the consistence of the consequence produced by a measurement tool under different fortunes,' (p. 2). Besides Walkin, (1991) describes dependability as "the extent to which an appraisal is systematically reliable and dependable when carried out by different assessors or by an individual assessor with different campaigners, or at different times of twenty-four hours and in. In reply to the inquiry whether self-assessment is a dependable appraisal technique, Ross (2006) used considerable sum of literature and backed his findings by evidence-based scholarly commendations running from beyond a decennary to the most recent on the topic of appraisal.