

Self Assessment

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INTRODUCTION

It is felt that any professional practitioner is constantly making judgments in action – judgments which often benefit from greater clarification, evaluation and informed reflection. One of the main points in evolving a system of self-assessment is to establish a procedure that assists students in developing a more reflective approach to everything they undertake. Central to this process is the belief that assessment is concerned with improving the quality of learning for both students and tutors, rather than on only identifying a terminal grade. With self-reflection lying at the heart, the assessment process needs to be continuous and collaborative, including elements of recording, evaluation, peer assessment and negotiation with tutors. Self-assessment then becomes an integral part of the curriculum thus reflecting the aims of the course.

PROCEDURE

- a) In order to encourage reflective practice it is suggested that students keep a diary recording their thoughts, feelings, emotions and responses experienced on the course, programme or project. Such notes support the process of reflection on particular events and give students the opportunity to review their experiences at a later stage of the course. The diary should be seen as a confidential document, thus enabling entries to be open, sincere, honest and productive. Of course, students may choose to share particular extracts with colleagues, mentors or tutors, as this can be helpful in the development of the individual and further underpins the reflective process. But this sharing should not be obligatory.
- b) Assessment profiles should be completed by each student. The qualities and skills in each category are intended as a guide and are not designed as a check- list
- c) Students should discuss their self-assessment with fellow students. Response to this peer assessment should be entered in each profile.
- d) Each student should discuss the contents of their profile with their mentor or tutor. Comments will be negotiated and entered into the final section of the profile.

SELF-ASSESSMENT PROFILE

The following categories act as a basic frame of reference for the self-assessment profile. The priorities placed on different elements within each category are likely to vary depending on the aim and context of the project, programme or course.

PERSONAL DEVELOPMENT

e.g., Self-knowledge; self-esteem; self-confidence; motivation (inner/external); trusting oneself; expectations/aspirations; determination; personal organisation; responsibility; reliability.

INTERPERSONAL SKILLS

e.g., Ability to relate to other people; empathy; trusting others in a group; openness and responsiveness; tolerance; questioning and listening; ability to share responsibility and work co-operatively with others; ability to adopt different roles in a group (e.g., chairperson, leader, enabler, listener, contributor, supporter).

COMMUNICATION SKILLS

e.g., Verbal; non-verbal (e.g., body language); planning; decision-making; monitoring; flexibility; dealing with conflict.

CREATIVE SKILLS

e.g., Improvisation; composing; arranging; sense of form; understanding processes of music; clear artistic intentions; grasp of melody, harmony and notation.

PERFORMING SKILLS

e.g., Quality of listening and sensitivity to sound (e.g., tone, timbre, intonation, ensemble); technical skill (e.g., facility, co-ordination, control); rhythmic skills; response to music and ability to interpret and communicate it to an audience (e.g., quality of engagement, commitment, conviction, inner confidence, daring to take risks).

LEADERSHIP SKILLS

e.g., Confidence in presentation; clarity; authority; feeling comfortable as a leader; workshop/directing/teaching skills.

BODY AWARENESS AND CO-ORDINATION

e.g., Rhythm in the body; voice; projection; feeling comfortable; sense of presence with and without instrument; percussion skills.

MONITORING PERSONAL PERFORMANCE

e.g., Self-evaluation; management of stress; fitness/health; time management; learning from experience.

STUDENT RESPONSE TO PEER ASSESSMENT**TUTOR/MENTOR RESPONSE TO PROFILE**

Written by tutor or mentor after a tutorial with the student

Note: The processes of recording, self-assessment and collaborative assessment not only help to determine the effectiveness of one's own practice, but they also provide an opportunity to reflect on the quality of the course, project or programme. Observations can help to inform the conception, preparation and execution of future practice.