

Rubric-guided self-assessment

Explanation

Students will evaluate and improve their assignment, using a rubric with criteria. By first creating a checklist of the rubric's criteria, students will better understand them. After evaluating their own assignment alongside this checklist, they can identify specific strengths and areas for improvement. Ultimately, students can use this feedback to improve their assignment. The goal is to see how students perceive the rubric and whether they can use it effectively to adjust/improve their own assignment.

Preparation

Students will need the following materials during class:

- first version of their assignment
- rubric
- form 'working with a rubric'

NB. This exercise can also be done individually in self-study assignments.

During class

The teacher guides the students through the exercise step by step:

1. Students start with writing a short reflection on the process of writing the assignment. Allow some time for this.
2. Students are then expected to read the rubric carefully and study each section separately. They then review the criteria their work must meet for each section of the rubric, after which they create a checklist for themselves.
3. They then take their assignment and check how they score against each point on the checklist. Students give themselves a grade for each section.
4. After this, they name at least 2 strong points and 2 areas for improvement for their own assignment, which become clear by looking at the rubric.
5. Allow students a few minutes to discuss with a fellow student. What strong points and areas of

improvement have they written down. Are there topics that are still unclear? This way, students can help each other and also learn from each other.

The teacher then enters into a discussion with the group and guides the discussion towards the following topics:

- What grades did you give yourself?
- What strengths did you find and why?
- What areas for improvement did you find and why?
- How did you feel about assessing yourself with a rubric?
- How do you rate your own judgment in relation to that of a teacher?

Finally, the student is given a short time to write down concrete action points and/or areas for improvement for themselves on the form.