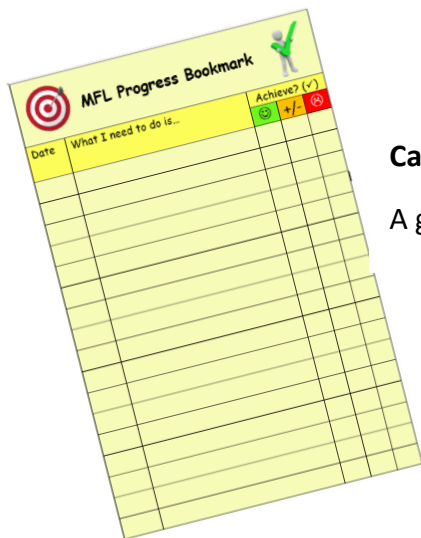# Self-assessment strategies that can be used in language teaching.

It is important to note that self-assessment strategies should be implemented alongside teacher-guided assessments to ensure a comprehensive evaluation of students' language skills and provide a balanced perspective on their progress.

Use a Reflective bookmark:

Students maintain a log where they reflect on their language learning progress, identify strengths and weaknesses, and set goals for improvement. This can occur after they have received feedback on their work or performance (when they get their book after you've marked them, verbal feedback, etc.)

Can be printed on card and kept in students' books.

A good piece of evidence for lesson observations and team reviews!

Self-Grading:

Students assess their own assignments, tests, or projects based on predetermined criteria or rubrics. This helps them develop a better understanding of the assessment criteria and their own performance. It is important, however, that the students have a clear understanding of the assessment criteria.

"Error Analysis" using marking codes for writing.

Students analyse their own language errors to identify patterns and areas for improvement and make corrections independently. This encourages them to take ownership of their language learning process.

Bring student's attention to their own mistakes; you don't have to correct them, they do!

However, allocate some lesson time for the corrections, or set as a homework task.

Marking codes for writing

Code	What I need to check
SP	Spelling mistakes
A	Accents
ADJ	Adjectives (feminine/ plural?)
DI	Dictionary use: correct meaning or word?
P	Punctuation
VB	Verbs: correctly formed?
WO	Word order
VOC	Wrong choice of word
G	Gender (masculine/ feminine)
PL	Plural? Singular?
T	Tenses (use / formation)
PREP	Preposition (in/ at/ to....)
HF	High frequency word (e.g de, à)
ART	Article (a, the, some)
⊗	Something is missing
E	Elision (letter replaced by an apostrophe)
U	Unclear
NN	No need for this word

	What I need to add
INF	More information and facts
DET	More details (Where? When? Whom? How?)
DV	Different verbs
OP	Opinions
JUS	Justification of your opinions
DES	More descriptions
ADV	More adverbs using adjectives
CP	More complex sentences using connectives
VAR	Different types of structures (negatives, pronouns, infinitive phrases...)
IDI	Idioms: language that makes your writing more authentic

You will only learn from your mistakes if you correct them!

Self-Evaluation Checklists:

Students use checklists that outline specific language skills or learning objectives to assess their own performance. They can rate their proficiency levels or provide detailed feedback on each item.

Assess your progress regularly:

First write the date when you are evaluating your knowledge.

Then:

✓ **Tick off** what you feel confident with.

P Write **P** for what you know but need a little more **practice** with.

M Write **M** for what you feel you **must** revise thoroughly.

Peer Feedback

Students give and receive feedback from their classmates on their language skills, such as pronunciation, grammar, vocabulary usage, or writing structure. This fosters a collaborative learning environment and encourages self-reflection. As for self-grading, it is important, however, that students have a clear understanding of the assessment criteria.

Use Portfolios

Students compile a collection of their best work, showcasing their language learning achievements over time. Portfolios can include written assignments, audio or video recordings, presentations, or other language-related tasks.

Goal Setting:

Students set personal language learning goals and regularly assess their progress towards achieving them. They can track their improvement and adjust their goals accordingly.

Self-Assessment Interviews

(In an ideal world, where time is not an issue), students engage in one-on-one discussions with the teacher to reflect on their language skills, challenges faced, and strategies for improvement. These interviews can provide valuable insights into individual progress. Finding the time can be an issue but in the past, I have scheduled the interview for each student during as self-assessment/work review session while other students are involved in independent tasks.

Self-Recording

Students record themselves speaking or reading aloud and review the recordings using criteria to identify areas of improvement, such as pronunciation, intonation, or fluency.

Online Self-Assessment Tools

Students use online platforms or applications specifically designed for language self-assessment. These tools often provide interactive quizzes, diagnostic tests, or feedback based on responses.

Self-Assessment Surveys/Questionnaires:

Students complete surveys or questionnaires that assess their language learning experiences, preferences, and perceived levels. This information can help students reflect on their learning and guide future study plans.

Tip! Use older students or students from another class as **Academic Mentors.**

PERSONAL LEARNING PLAN - MFL

Name: _____
Date started: _____
Teacher/ Academic mentor: _____
Class: _____

I. Identifying needs

What I do really well in the subject

What I must improve in the subject | How do I know?

My feelings and impressions: | How do I know?

LANGUAGE SKILLS FOCUS: LISTENING ☐ READING ☐ SPEAKING ☐ WRITING ☐

II. Action Plan
I am committed to take the following actions:

In lessons
Participate orally
Ask for help if stuck
Ask for help if I don't understand
Complete all my written work
Maintain my concentration
Do my individual work alone
... target language

Outside lessons
Complete all my homework
Aim to produce the ...
Attend revision ...
Revise ...
Le... ...