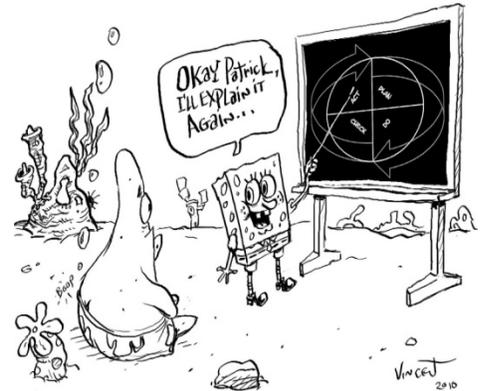


When students evaluate their performance positively, self-evaluations encourage students to set higher goals (1) and commit more personal resources or effort (2) to them. The combination of goals (1) and effort (2) equals achievement (3). A student's achievement results in self-judgment (4), such as a student contemplating the question, "Were my goals met?" The result of the self-judgment is self-reaction (5), or a student responding to the judgment with the question, "How do I feel about that?"

Goals, effort, achievement, self-judgment, and self-reaction all can combine to impact self-confidence (6) in a positive way. Self-evaluation is really the combination of the self-judgment and self-reaction components of the model, and if we can teach students to do this better we can contribute to an upward cycle of better learning.

2/ The **PDCA-strategie** presents a model of classroom factors that contribute to the development of students' selfevaluations. This model suggests the operation of additional factors, and extends the notion of the operation of classroom factors to account for the possibility that certain factors may compensate for or negate the effect of otherwise crucial factors in influencing students' interpretations of and reactions to classroom events. Described are objectives, skills, activities, evaluation and feedback and evaluation procedures and information about ability, motivational strategies, locus of responsibility for learning, and the quality of teacher-student relationships. This notion of compensating and negating features within the classroom environment can be applied to understanding other student outcomes as they are influenced by teaching processes



Plan:

establish your strategie en set up your objectives

Do

Follow the instructions step by step (workprocess)

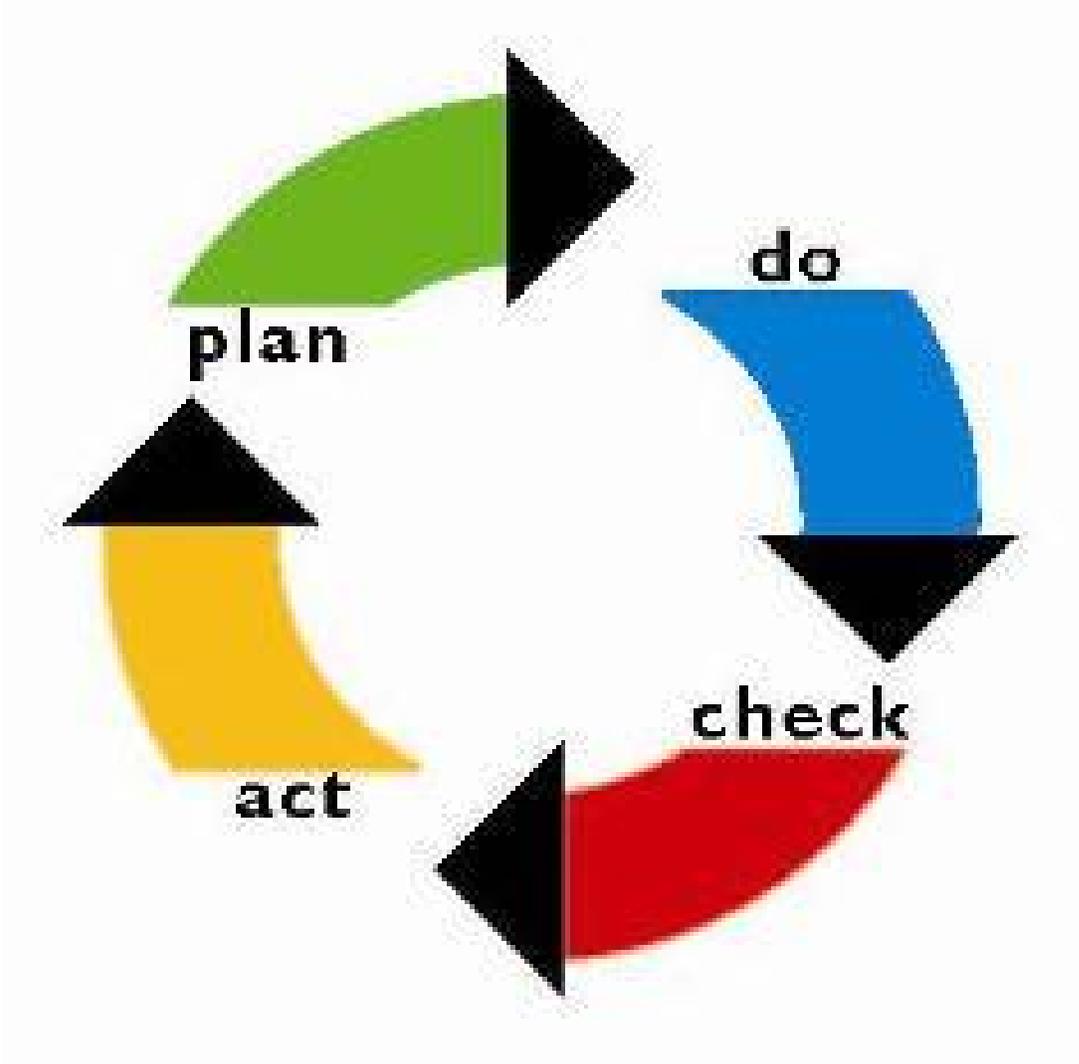
Check

ask yourself if you are still on the right track

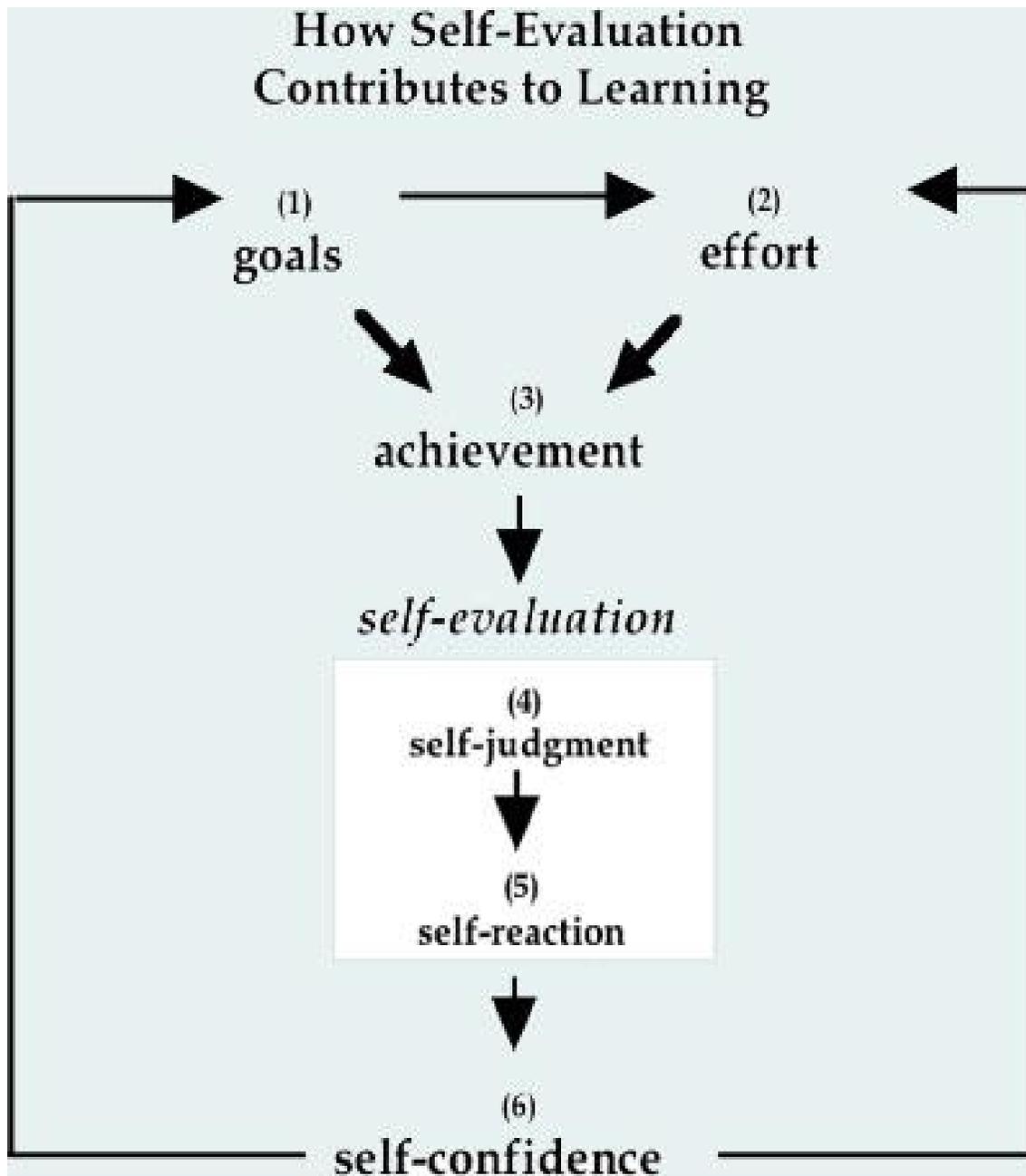
check witch objectives you have achieved yet /not yet

act

take actions to resolve the problems you had / to achieve the right skills



3/ How Self-evaluation contributes to learning



STAGE 1: goals / objectives - Involve students in *defining the criteria* that will be used to judge their performance. Involving students in determining the evaluation criteria initiates a negotiation. Neither imposing school goals nor acquiescing to student preferences is likely to be as successful as creating a shared set that students perceive to be meaningful. Workplace studies, for example, indicate that involving employees in making decisions about their work increases satisfaction and goal commitment. In addition to increasing student commitment to instructional goals, negotiating intentions enables teachers to help students set goals that are specific, immediate, and moderately difficult, characteristics that contribute to greater effort. It also provides an opportunity to influence students' orientations toward learning, a long term guidance effort, that is particularly timely in cooperative learning contexts since students sometimes adopt orientations in group learning (such as letting someone else do all the work) that impede learning.

STAGE 2 activities : - Teach students how to *apply the criteria* to their own work. If students have been involved in a negotiation in Stage 1, the criteria that result will be an integrated set of personal and school goals. Since the goals are not entirely their own, students need to see examples of what they mean in practice. These models or examples help students understand specifically what the criteria mean to them. Teacher modeling is very important, as is providing many numerous examples of what particular categories mean, using language that connects criteria to evidence in the appraisal.

STAGE 3: self-evaluation Give students *feedback* on their self-evaluations. Students' initial comprehension of the criteria and how to apply them are likely to be imperfect. Teachers need to help students recalibrate their understanding by arranging for students to receive feedback (from the teacher, peers, and themselves) on their attempts to implement the criteria. Having different sources (e.g., peers and teacher) provide data for comparison helps students develop accurate self-evaluations. Discussion regarding differences in data can prove most helpful.

STAGE 4 feedback en restart- Help students develop productive *goals and action plans*. The most difficult part of teaching students how to evaluate their work consists of designing ways to provide support for students as they use self-evaluative data to set new goals and levels of effort. Without teacher help, students may be uncertain whether they have attained their goals. Teachers can also help students connect particular levels of achievement to the learning strategies they adopted and the effort they expended. Finally, teachers can help students develop viable action plans in which feasible goals are operationalized as a set of specific action intentions.