**Creating Your Own Self-Assessment**

**Step-By-Step Instructions**

The following directions will guide you through each step of the process to creating your own self-assessment which will fit your unique instructional needs. You may skip steps 4 & 5 if you are using the LoLA self-assessment template.

**Step 1:** Identify and draft an inventory of at least 10 communicative speaking tasks which you do in your course. If you teach a year-long course, break this up into 10 tasks per semester (2 inventories). For each semester’s inventory, use our Self-Assessment Planning Sheet (described below). To do this well, have your textbook and materials on hand. Look through the materials you cover in a semester (including, and importantly, the materials from your textbook) and identify the communicative tasks that are already a part of the curriculum. If your textbook or materials do not have clearly defined communicative tasks, you will need to create your own communicative activities which connect to the curriculum. On the Planning Sheet, you can indicate which of the communicative activities have been created by you and what activities were already communicative.

* Resources for Step 1: [Self-assessment Planning Sheet](https://michiganstate.sharepoint.com/sites/LRCLeadershipTeam/Shared%20Documents/LoLA%20Templates%20Project/Self-Assessment%20Template%20Kit%20Materials/Uploaded%20Materials%20Templates%20Directions%20to%20OSF%20Project%20Files/LoLA-Blank-CanDo-SelfAssessment-PlanningSheet-v1.pdf?CT=1705080753987&OR=ItemsView) is a document that can be used to prepare at least 10 Can-Do statements, indicate the page number of the activity and the level on the ACTFL scale (please refer to ACTFL level [pyramid](https://www.actfl.org/uploads/files/general/ACTFLProficiencyLevels8.5x11.pdf) for further information on the level distribution), and whether Can-Do statements have been created based on the communicative activities that are already in the book or whether the teacher had to create a task.
* LoLA team has created two videos that demonstrate how LCTL instructors of [Chinese](https://hcommons.org/deposits/item/hc%3A59933/) and [Russian](https://hcommons.org/deposits/item/hc%3A59931/) created Can-Do statements using their textbooks. These videos are free and available for download.
* If you are more familiar with the CEFR scale for level distribution, please make use of [include the difference between ACTFL/CEFR levels if I can find it)FAQ (Frequently Asked Questions about Step 1 and their answers)

Can goals listed in the textbook be used for Can-Do statements?

**Step 2:** Write a Can-Do Statement for each task you have identified, making sure they are written with clear and specific words so that learners can envision themselves completing the task (please refer to the videos in Step 1 for the example ofspecific and measurable Can-Dos). Remember that these are communicative speaking tasks, so they should not be focused on specific **vocabulary** or **grammar**, but rather, on communicating in a real-world situation. If using a textbook, utilize the provided Planning Sheet to track how your statements align with particular units.Include the relevant activity and page number from the textbook on your Planning Sheet.

**Step 3:** Order your Can-Dos from easiest to hardest, or align them in the order in which they are introduced by you and your materials (textbook) in class. Logically, the way materials are presented in class should align with the tasks’ difficulty levels: They should logically get harder as the semester goes on, but this may not always be the case! The difficulty of some tasks may be hard to distinguish, so it may help to write down the order in which you teach the tasks. This order should help guide you in ranking the general progression of task difficulty. You can refer to the ACTFL proficiency scale as a reference to help you identify where tasks may fall within the proficiency range (e.g. Novice-Low) and how to order them within your assessment.

**Step 4:** Define your response scale. Your assessment can offer 3 to 5 response choices along a continuum. See examples below:

Tip: We like to use a 5-point scale at Michigan State University because more points can tell us more about the students in our classes, in theory. But, as a teacher, you can use the scale you believe will work best. If you are open to any type of scale, the general rule is more is better (5 is better than 4, 4 is better than 3), but at some point, increases in the scale no longer matter. Research suggests the ”point of no or diminishing returns” is after 10 points. So our suggestion is to have no more than 10 points on your scale.

3 response choice:

|  |  |  |
| --- | --- | --- |
| I cannot do this yet | I can do this with help | I can do this on my own |

4 response choice:

|  |  |  |  |
| --- | --- | --- | --- |
| I cannot do this yet | I can do this with a lot of help | I can do this with a little help | I can do this well all by myself |

5 response choice:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I cannot do this yet | I can do this with a lot of help | I can do this with some help | I can do this with a little help | I can do this well all by myself |

NOTE: If you choose to include images to accompany your response choices, it is recommended that those images be neutral (e.g. bullseye, helping hand, check mark, etc.) rather than overtly emotive (happy/sad faces). This helps foster a growth mindset.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **How well can you consistently do these tasks?** | **I cannot do this yet****Icon  Description automatically generated** | **I can do this with a lot of help****Cheers outline** | **I can do this with some help****Handshake outline** | **I can do this with a little help****Right pointing backhand index outline** | **I can do this on my own****Bullseye outline** |

**Step 5:** Choose whether to include a question about task importance along with your proficiency response scale. This is optional, but this inclusion can prove valuable in making curricular decisions to ensure tasks are relevant to students’ needs. This question can have checkmarks as presented in the Self-Assessment Template so that students can select more than one option.

Example:

|  |  |  |
| --- | --- | --- |
| I feel this is important to me | I feel this is important to my family | I feel this is important to my learning or future |

**Step 6:** Determine assessment timeline. It is recommended that you have students self-assess twice during the course, once towards the start of the course, and once again at the end. Clarify your plans for when you will administer the self-assessment in the directions to students on your self-assessment form.

**Step 7:** Clarify your expectations for the reflective portion of your self-assessment. Consider what you want students to reflect upon specifically and whether this will be included explicitly within your self-assessment or whether they will complete this portion elsewhere. You can suggest that they discuss some or all the following: their outcomes and what they felt contributed to those outcomes, their perceptions of the self-assessment process, their future goals, etc.

**Step 8:** Clarify to your students how the self-assessment will be graded. Grades **should** not be tied to students’ responses, but rather, to their completion of the self-assessment. It is also recommended that part of the grade be tied to the learner’s reflection on the self-assessment process. (NOTE: This is only relevant if the self-assessment is being used as a formative assessment within a course. This does not apply if the assessment is being used solely to guide program placement).

**Step 9:** Train students in using your self-assessment.

* Explain the purpose (either for placement or for measuring growth over time)
* Show the students the self-assessment and walk them through how they will complete each section.
* Be sure to clarify that the goal is to assess honestly, and that grading is not tied to how high they assess themselves. If using for placement, be sure to emphasize these results will be used alongside other measures to determine placement.