

## Using Self-evaluation as Assessment

**A question always asked by teachers is How do I make the transition into new assessments while I am trying to understand and use inquiry in my teaching?**

Self-assessment is one of the tools that are rarely used but can assist with this problem. The most important point of this self-assessment is to clearly demonstrate that inquiry-based teaching is predicated on a different form of assessment than traditional teaching. It is not always valid or an accurate measurement of student learning outcomes to use objective-type, multiple choice items or other objective tests to assess scientific inquiry. High school science teachers can use concept maps to pre-assess students' understanding, along with monitoring charts and rubrics during the inquiry. At the conclusion of the inquiry, they can use self-evaluations, performance tasks, concept maps, structured interviews, capstone projects, and application questions.

Rubrics can be considered a form of self-evaluation. Using rubrics in the high school science classroom provides a unique opportunity for students to self-assess their work and strive to achieve at the highest standard. Through using a rubric to guide performance, students know what constitutes exemplary work. Rubrics allow students to reflect on their work and attain the highest possible level.

Note that you will only have true alignment with the National and state standards, instructional strategies, and assessment when you have made a transition to assessment that measures the outcomes of student inquiry learning. These outcomes are different from traditional forms of teaching/learning.