

Perceptions of students and teachers about the forms and student self-assessment activities in the classroom during the formative assessment

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Abstract

Self-assessment is a process by which a learner collects information about him, and reflects on his / her learning. Self-assessment of students includes reflective activities in which students are encouraged to consider the strengths and weaknesses of their work. Students can improve their self-regulation skills through self-assessment. The purpose of this study is to reflect pupils' perceptions about their self-assessment in learning in Kosovo pupils, taking in consideration that pupils' self-esteem is new and has not been applied until now. In the study, will be involved 725 students from 12 to 18 years old, four hundred pupils from lower secondary school and three hundred and twenty-five upper secondary school students. The research is conducted directly with the students using the quantitative research method, questioning the participants through the questionnaire. Participant's response analysis clearly shows that self-assessment helped to develop awareness and metacognitive behavior among students. Most respondents in questionnaires have found useful self-assessment as a learning tool. The results show that both students' and teachers' perceptions consider that pupils' self-assessment in the classroom is present, but not even at a very satisfying level. To students, the result is significant at $p < .05$ ($p < 0.00001$) and to teachers the result is not significant ($p = .969701$).

Keywords: *student self-assessment, student and teacher perceptions, self-assessment activities, self-assessment strategies, pre-university education.*

Introduction

Student assessment as a continuous and present process in the school system is very important for students, the family community, the school and the society in general. Formative assessment provides teachers and educators the means to close the gap between where the student is currently

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in their learning and the desired goal. Where student self-assessment typically goes wrong is when that student doesn't understand what is expected of them. The importance of setting classroom and student expectations, and for students to capitalize on self-assessment, is crucial (Goodrich, 2012). Through self-evaluation, students have the opportunity to evaluate themselves about specific learning goals and to evaluate their achievements. Our personal and professional achievements push our concept of ourselves, especially when we see it reflected in the estimates of others. Self-assessment allows monitoring and tracking the progress of its own study (Basnet, et.,al 2011). It also creates opportunities to judge the quality of the personal side, based on clear evidence and criteria, and to improve future performance (Rolheiser & Ross, 2000). Student self-assessment is a process by which a learner collects information about himself and reflects on his or her own learning, is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes (Black & William, 1998). This assessment is accomplished by comparing their results with the other students, or by choosing different assessment techniques. Formative evaluation to be productive, students should be trained in self-assessment so that they can understand the main goals of their learning and thereby understand what they need to do to achieve good results in the lessons and in everyday life (ibid., p. 143). Through self-assessment, students have the opportunity to assess, in terms of specific learning goals, their achievement. Self-assessment is also called "empowering assessment" because it helps to be heard the voice of the weaker party (Lausselet, 2004).

A Four-Stage Model for Teaching Student Self-Evaluation according Rolheiser & Ross (2013), are:

Stage 1- Involve the students in deciding which criteria they are being evaluated on.

Stage 2- Ensure that students know the different levels of the evaluation criteria and that they know how to produce work at the highest criterion level.

Stage 3- Help students focus their self-evaluations by giving feedback; provide examples of what their feedback could have looked like, being sure to praise the efforts they made.

Stage 4- Help the students create plans of action to improve their performance.

Self-assessment helps the student recognize the next steps in his / her learning and become more independent and motivated. As the learner develops self-confidence he / she can feel more

confident. In this way, self-assessment contributes to a positive classroom climate where mistakes made are considered central to the learning process (NCCA, p.14). Include questions that deal with student understanding about the topic and with the identification of areas that need more information or more practice. Students are often able to articulate their learning needs to us. We just need to ask the right questions. Self-assessments is one way of asking students about their learning and the information can then be used to help plan future instruction (Reiger, ed. 2012).

Brown & Harris (2014) in the article “The future of self-assessment in classroom practice: Reframing self- assessment as a core competency” , describe that asking students to estimate how well they think they will do compared to their last known performance provides a concrete and personal reference point. Must intended learning outcomes (e.g., models, computer-assisted prompts, teacher evaluations). It seems more useful to have students focus on comparing their work to that of established standards or against their previous performance rather than on how others are doing. Nonetheless, techniques that allow greater autonomy in self-assessment (e.g., self-correction or self-rating of one’s own work) should be introduced once students have demonstrated that they can assess their work realistically.

Classroom strategies to support self-assessment

According to Black and William (1998), classroom strategies to support self-assessment are: *setting objectives, responding skills, reflection, feedback from colleagues, partners and portfolios*. Setting goals is essential because students can evaluate their progress more clearly when they have goals to measure their performance. Additionally, learners' motivation for learning increases when they themselves have determined the goals of learning.

One way to begin the process of presenting students’ self-esteem is to create student teacher contracts. Contracts are written as an agreement between students and teachers, which usually include determining the number and type of tasks required for specific classes. For example, a student may agree to work with the 10th class plan, completing a certain number of tasks at a quality level as described by the teacher. The contract can serve as a good way to help them begin to consider setting goals for themselves as students.

One of the ways in which learners embrace the characteristics of quality work is appreciating the work of their peers. The teacher should clearly explain their expectations before they start assigning tasks. One way to ensure that students understand this kind of assessment, is when the teacher provides a sample or verbally. As a group, students determine what needs to be

assessed and the criteria for successful completion of the assignment. Then the teacher gives the students a final assignment.

Students can benefit from the use of rubrics or checklists to guide their assessments. Rubrics are an effective tool for self-esteem. They should be written in a clear, friendly language with the students (Tustin, 2017). By using rubrics or checklists, students ask questions to their friends, discuss them, support their ideas, and then compare them with their own ideas.

For peer assessment to work effectively, the learning environment in the classroom needs to be supportive. Students who have a constructive impression should feel comfortable and believe in each other. Teachers who use group work and peer assessment can help students develop their confidence by forming them in small groups at the beginning of the semester and to work in the same groups throughout the year. Self-assessment encourages students to become independent students and can increase their motivation (Tedick & Klee, 1998).

Keeping a portfolio encourages the child to self-esteem by helping him clarify the objectives and set new learning objectives. The portfolio helps the student in the self-assessment process through practical approach to formative assessment that provides support through digital technology, students will be able to record their assessments and compare them to others, they will be able to see what the current level of their work and what to do to improve. It will be a true record of all achievements (AAIA North East Region, n.d.).

Dylan William in his book "*Embedded Formative Assessment*", highlighted five core strategies that should be part of any successful formative assessment practice in the classroom. Two of those core strategies involve student self-regulation and self-assessment. Those strategies that Dylan provides: (1) Clarifying, sharing, and understanding learning intentions and criteria for success; (2) Engineering effective classroom discussions, activities, and learning tasks that elicit evidence of learning; (3) Providing feedback that moves learning forward; (4) Activating learners as instructional resources for one another; (5) Activating learners as owners of their learning (Dyer, 2015). Students can improve their self-assessment skills through self-assessment (i.e., set targets, evaluate progress as opposed to target criteria and improve the quality of their learning outcomes). Thus, in accordance with self-regulation theory, self-assessment contributes to greater metacognitive skills associated with greater achievement (Zimmerman, 2008).

Reflective activities of students

Black & Dylan (2018) propose a model whereby the design of educational activities and associated assessments is influenced by the theories of pedagogy, instruction and learning, and by the subject discipline, together with the wider context of education.

Teachers need to create structures in their classrooms that offer students the opportunity to engage in meaningful self-assessments. Some of the ideas that encourage students to self-esteem are:

Encouraging Student Reflective Activities - There are several ways to engage students in self-reflection activities that can help them acquire skills that will benefit them for a lifetime. These include writing prompts and student-led conferences.

Using Writing Prompts - The simplest way to get students involved in reflective activities is to engage them in writing prompts. When you engage students in conferences and reflective activities, design prompts in such a way as to elicit specific types of information from them. For example, design prompts to help them articulate information they already know or struggles they are having with current content in class.

Journals - For example, you can use the prompts you have designed as part of your classroom instruction. Students can respond by writing in journals. These journals can become a conversation between you and your students, where you write back and forth to each other.

Other times, you may have students use their written reflections in conversations with you about their learning,

Student led-conferences - can be a powerful means of engaging students in self-reflection, especially for those who have a history of struggling academically or behaviorally. In a student led conference, students take a lead role in preparing and conducting the session.

Post-Conference Activities - Successful conferences can help students set future goals with the support of their parents and teachers. After the meeting, it may be helpful to provide parents with a template for writing positive letters to their children. Students can also write a reflection that addresses the positives and negatives of the conference (Tustin, 2017).

Whatever type of self-assessment you use to engage students in, be sure to modify and adjust it to the student you are working with. For example: younger students, or students with disabilities, older students, or students with higher abilities. So as you put student self-assessment into action in your

classroom, be sure to design it for the individual kids and show them how to use it as a tool to help them learn. To become skilled assessors of their work, pupils should have:

- A clear objective
- The opportunity to help create a definition of quality work
- Feedback
- The opportunity to correct or self-adjust their work before returning it.

Self-assessment of students also includes reflective activities in which students are encouraged to consider the strengths and weaknesses of their work, make plans for improvement, or integrate assignment with previous learning (Bruce, 2001).

Online self-testing - Creating an online test, apart from expose actual questions lost in self-assessment, students see goals they have not mastered. Then, they can design a plan to help them reach the goals they are facing to (Tustin, 2017).

Boud (1995) argues that the way in which self-assessment is implemented is critical to its acceptance by students. According to him, the implementation process needs to include:

- A clear rationale: what are the purposes of this particular activity?
- Explicit procedures—students need to know what is expected of them.
- Reassurance of a safe environment in which they can be honest about their own performance without the fear that they will expose information which can be used against them.
- Confidence that other students will do likewise, and that cheating or collusion will be detected and discouraged (Boud, 2005, p.182).

Tools of self-assessment: graphic organizers

Graphic organizers are tools that enable students to self-assess. They are designed to encourage students to structure their work to help them explore their knowledge and understanding, reducing the complexity of learning in a summarized diagram. They are useful in developing self-esteem skills for students of all ages and all skills and help to illuminate the true nature of learning and their learning gaps. The teacher may encourage the student to think about his / her work by

using questions, tools or guiding. These include, for example, rubrics, (KWL) what do I know? What do I want to know? What have I learnt?, traffic lights, thumbs up/ thumbs down, talk partners, post it's, Plus, Minus and Interesting diagram (PMI), Venn diagram, ladder, triangles, webs.

The teacher can incorporate learning objectives and success criteria into classroom discussions. The student can learn to evaluate his / her work (AAIA North East Region, n.d.). Pupils will see self-evaluation as valuable if they can use it to improve something that is intangible to them, such as their performance in a test or quiz. For example, students must conduct a self-assessment before a test or quiz. You can design their own self-assessment in many ways. For example, you can compile a series of open questions about the test content. Then, students can use a column to pass and evaluate how well they understand the content that will be in the test.

One of the most popular graphic organizers is the KWL Grid, first developed by Donna Oggle. KWL grids can be used at the beginning of a 'topic' to enable pupils to direct their own learning. Prior to research pupils 'brainstorm' what they already know, what they want to learn and later record what they have learnt. An extra column can be added in which pupils record how they would find the information.

Our research is led by three research questions, which are:

1. Is there a significant difference between lower secondary school pupils and upper secondary school students of how they believe in their abilities?
2. Is there a significant difference between students in two levels about student self-assessment activities?

Is there a significant difference between students in two levels about which are the easiest and fairest way of self-assessment of students in the classroom?

Method

Sample

To carry out and implement the research, we sampled students of these schools and their opinions about the subject. Included are both genders, age groups 12-18 years. The research included two different samples: students of lower secondary school (the pupils' age was 12-14 years) and upper secondary school students (the students' age was 15-18 years). The lower secondary school sample consisted of 400 students from four Kosovo's lower secondary schools,

i.e., students of the 6th – 9th class (are included 16 classes, where each class had 25 students. The upper secondary school sample comprised 325 students from four Kosovo's upper secondary schools, i.e., students of 10th -12th class (are included 13 classes, where each class had also from 25 students. Students were from eight different classes. In total, 725 pupils / students were included in the study (29 classrooms).

Instruments

In the research, we constructed a questionnaire that describes self-assessment of students in pre-university education. The questionnaire include questions such as: How often do your self-assessment in the classroom? Options: *1- always, 2- often, 3- rarely and 4- never* (the same question addressed to students and teachers), Activities that help students more about self-assessment with options: *1- Make competitions with classmates, 2- I submit to a self-assessment test, 3- I rely on my personal portfolio, 4- Evaluation of the teacher by numeric grade* (addressed to students), The easiest and fairest way of self-assessment of pupils in the classroom with options: *1- Group work, 2- Pair work, 3- Individual work and 4- Assessment of the teacher* (addressed to students and teachers). Pupils and students evaluated each statement on a four-level scale. The questionnaire in schools was carried out during regular school hours. The data from the questionnaires was processed by methods of descriptive and inferential statistics.

In the research, the system of self-assessment of students was limited to questions related their abilities and do students compare their knowledge with classmates.

The results show that there is a statistically significant relationship between lower secondary school pupils and upper secondary school students about the implementation of self-assessment of students in classroom ($p < 0.00001$) and $\chi^2=40.6697$. Thus, the result is significant at $p < .05$ (Table 1).

Table 1

Is there a significant difference between lower secondary school pupils and upper secondary school students of how they believe in their abilities?

Categories	Students			Teachers		
	Lower secondary school (n=400)	Upper secondary school (n=325)	Total (n=725)	Lower secondary school (n=40)	Upper secondary school (n=40)	Total (n=80)

Always	181 45.25%	222 68.31%	403 55.59 %	18 45%	19 47.50%	37 46.25%
Often	200 50%	98 30.15%	298 41.10%	15 37.5%,	13 32.50%	28 35%
Rarely	18 4.50%	4 1.23%	22 3.03%	6 15%	7 17.50%	13 16.25%
Never	1 0.25%	1 0.31%	2 0.27%	1 2.50%	1 2.50%	2 2.50%

Regarding the question of how often pupils and teachers make self-assessment of classroom students, 55.59 % of students in both levels have responded that they have ‘*always*’ of confidence; 41.10% of them ‘*often*’; 3.03% of them ‘*rarely*’ and 0.27% ‘*never*’. When comparing the self-assessment level, it can be concluded that the self-assessment of students and pupils show statistically significant differences in referring to aspects of self-assessment of students in class. Self-assessment in upper secondary school is evaluated considerably higher in the first item. At both levels a high share of answers “always” (pupils 45.25 %, students 68.31%) and “often” (pupils 50%, students 30.15%), “rarely” (pupils 4.5 %, students 1.23%) is apparent; (0.25% pupils, students 0.31%), estimate they have never self-assessment their abilities.

While, from the teachers' answers it turns out that there is not a statistically significant relationship between lower secondary school teachers and upper secondary school teachers about the implementation of self-assessment of students in classroom ($p=.969701$) and $X^2=0.2468$.

As to the question of how much confidence the students have in their work, 46.25% of students in both levels have responded that they have ‘*always*’ of confidence; 35% of them ‘*often*’; 16.25% of them ‘*rarely*’ and 2.5% ‘*never*’. When comparing the self-assessment level, it can be concluded that the self-assessment of students and pupils according teacher’s responds, show that: There is not statistically significant differences in referring to aspects of self-assessment of students in class. Self-assessment in upper secondary school is evaluated considerably higher in the first item. At both levels, a high share of answers “always” (45% of teachers in primary school, 47.5% of teachers in secondary school) and “often” (primary school 37.5%, secondary school 32.5%), “rarely” (pupils 15 %, students 17.5%) is apparent; and 2.5% of teachers in both levels estimate they have never practices in classroom self-assessment of students.

There is a statistically significant relationship between lower secondary school and upper secondary school students about student self-assessment activities in classroom ($p=.003795$) and $\chi^2=13.4293$ (Table 2).

Table 2

Is there a significant difference between students in two levels about student self-assessment activities?

Students			
Categories	Lower secondary school (n=400)	Upper secondary school (n=325)	Total (n=725)
Make competitions with classmates	114 28.5%	82 25.23%	196 27.03%
I submit to a self-assessment test	89 22.25%	68 20.92%	157 21.65%
I rely on my personal portfolio	115 28.75%	71 21.85%	186 25.65%
Evaluation of the teacher by numeric grade	82 20.5%	104 32%	186 25.65%

As to the question of activities that help students more about self-assessment - students' responses are: 27.03% of students in both levels have responded that they “*Make competitions with classmates*”; the options “*I rely on my personal portfolio*” and “*Evaluation of the teacher by numeric grade*” both of them 25.65%; 21.65% of them say “*I submit to a self-assessment test*”; When comparing the self-assessment level, it can be concluded that the self-assessment of students and pupils according teacher’s responds, show that: There is a statistically significant differences in referring to aspects of self-assessment of students in class. Self-assessment in upper secondary school is evaluated considerably higher in the first item. At both levels, a high share of answers “*Make competitions with classmates*” (28.5% pupils, 25.23% students); “*I rely on my personal portfolio*” (28.75% pupils, students 21.85%) is apparent; and “*I submit to a self-assessment test*”

(22.25% pupils, 20.92% students and “*Evaluation of the teacher by numeric grade*” (20.5% pupils and 32% students) (Table 3).

Table 3

Is there a significant difference between students in two levels about which are the easiest and fairest way of self-assessment of students in the classroom?

Categories	Students			Teachers		
	Lower secondary school (n=400)	Upper secondary school (n=325)	Total (n=725)	Lower secondary school (n=40)	Upper secondary school (n=40)	Total (n=80)
Group work	150 37.5%	83 25.54%	233 32.14%	10 25%	7 17.5%	17 21.2%
Pair work	36 9%	33 10.15%	69 9.52%	5 12.5%	7 17.5%	12 15%
Individual work	141 35.25%	161 49.54%	302 41.65%	14 35%	14 35%	28 35%
Assessment of the teacher	73 18.25%	48 14.77%	121 16.69%	11 27.5%	12 30%	23 28.7%

There is a statistically significant relationship between pupils of lower secondary school and students of upper secondary schools about which is the easiest way and the right self-esteem of students in the classroom. $X^2 = 18.3238$. $p = .000377$. So the result is significant at $p < .05$.

“*Group work*” (pupils 37.5%, students 25.54%); “*pair work*” (pupils 9%, students 10.15%); “*individual work*” (pupils 35.25 %, students 49.54 %); “*assessment of the teacher*” (pupils 18.25%, students 14.77 %). Meanwhile, there is no statistically significant relationship between lower secondary school teachers and upper secondary school teachers about self-assessment of students in the classroom ($p = .823926$) and $x^2 = 0.9062$. The highest teacher response was “*individual work*” 35%; “*assessment of the teacher*” 28.75%; “*group work*” 21.25% and at least “*pair work*” 15% (Table 4).

Table 4

General data converted to the chi-square test, based on the answers of the students and teachers

	Students		Teachers	
	x ²	p-value	x ²	p-value
How often do self-assessment of students in the classroom?	40.6697	0.00001	0.2468	.969701
Activities that help students more about self-assessment	13.4293	.003		
The easiest and fairest way of self-assessment of students in the classroom	18.3238	.0003	0.9062	.823926

X²-chi-square test; p>0.05 (not significant); p<0.05 (significant); p<0.01 (highly significant); p<0.001 (Very highly significant).

Discussion

Teachers using formative assessment approaches and techniques are better prepared to meet diverse students' needs – through differentiation and adaptation of teaching to raise levels of student achievement and to achieve a greater equity of student outcomes (OECD & CERI). Research has suggested that specific formative assessment practices have a direct impact on student learning and achievement. In formative assessment, students are active participants with their teachers, sharing the learning goals and understanding how their learning is progressing, what steps they should take and how to take them. The general finding is that across a range of different school subjects, in different countries, and for learners of different ages, the use of formative assessment appears to be associated with considerable improvements in the rate of learning. Estimating how big these gains might be is difficult but it seems reasonable to conclude that use of formative assessment can increase the rate of student learning by some 50 to 100% (Wynne, 2013). Research shows that

students can't learn well when they are worried. It is important for the teacher to consider students' feelings when giving feedback so that they have a positive result from feedback. Research also shows that positive self-confidence and good motivation are key to student success. It is important to provide positive feedback and to point out the mistakes (Storie, 2013, p. 25).

Self-assessment helps to create a learning community within the classroom. When students are involved in criteria and goal setting, self-evaluation becomes a logical step in the learning process. Students become metacognitive and are more aware of their personal strengths and weaknesses. "When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves" (Black & William, 1998).

Self-assessment can help clarify mutual expectations, our needs, understanding and mutual respect in how we approach the problems. Most importantly, clearly articulate the rationale for using self-assessment. This may make planning the assessment more meaningful (Orsmond, 2014). Self-assessment represents a process that every teacher can emphasize. When students set goals that aid their improved understanding, and then identify criteria, self-evaluate their progress toward learning, reflect on their learning, and generate strategies for more learning, they will show improved performance with meaningful motivation (McMillan & Hearn, n.d.). It is important to move beyond identifying a theory-practice gap in instructional strategies to trying to measure the gap by asking teachers to report on their perceived implementation in the classroom (Ford, 2018).

According Dweck (1999) and William & Thompson (2008) the changes to constructivism and humanistic approaches have raised learning strategies for discussion. The change affected the ways in which learning strategies are conceptualized, the methods used to evaluate their acquisition and use, and procedures used to teach them (Virkkula & Pirkko 2017).

Boud (1989) states that weaker and less mature students tend to overrate themselves and the weaker they are, in terms of teacher ratings, the greater the degree of overrating. Not being aware of, or choosing not to subscribe to, the standards set by teachers, they err on the side of optimism (Boud & Falchikov, 1989). Studies show that even a false sense of optimism often increases the chances of success. Brown and Hudson (1998) argued that self-assessment is a kind of "personal assessment of answers" and defines it as a kind of assessment that "requires students to evaluate their language" (Baleghizadeh & Hajizadeh, 2014). According to Andrade (2007), not enough is known about what students actually do, think and feel when they are asked to self-assess, to enable researchers to construct a useful theory of self-assessment or to determine the most effective

approaches to self-assessment in the classroom (Andrade & Du, 2007). Also, Brookhart (2003) notes, 'student perceptions are inextricably tied to the classroom assessment experience and ultimately the meaning and use of the information it affords', more evidence of how students perceive of and use self-assessment is needed (Brookhart, 2003).

Dylan William in his book *Embedded Formative Assessment* states that an analysis of student reflection sheets showed that when teachers included their pupils in monitoring their progress, pupils were more autonomous and were able to accurately predict their performance of the test. Those in the study enjoyed participation in self-esteem and liked to see their progress (Dyer, 2015).

The use of self-assessment within learning policy appraisal relies on the self-regulation of learning theories that identify learners' abilities to set goals and assess progress against criteria as a basis for improving learning outcomes from meta-knowledge (Zimmerman, 2008). According to Zimmerman (2001) self-regulation refers to self-directed and self-generating meta cognitive, motivational and behavioral processes through which individuals transform personal skills in controlling results in different contexts (Brown & Harris, 2014). Thus, in accordance with self-regulation theory, self-assessment contributes to greater meta-cognitive abilities associated with greater achievements.

About the students' self-assessment practices, Brown and Harris (2013) found different practices, which grouped them into three main categories (e.g. self-assessment of performance, self-assessment, and trial-based judgments). These three categories contain a variety of procedures (Brown & Harris, 2013). For example, (a) using a model response as a reference, (b) integrating responses to standardized test articles (Brown & Harris, 2014). By contrast, the recent pedagogical texts inspection shows that a relatively narrow range of self-assessment techniques is suggested (e.g., columns, rating scales, including traffic lights, reflections in portfolios, or task series). The advantage of self-assessment of the situation as a competence is that it usually have development levels (i.e., starting from the novelty to the expert) and can therefore be used as the basis for a curriculum (Ibid, p.25). Andrade (2001) suggest that simply handing out and explaining a rubric may increase students' knowledge of the criteria for an assignment and help students produce work of higher quality—or it may not. Actively involving students in using Andrade and Valtcheva

Learning, Achievement, and Self-Assessment a rubric to self-assess their work, however, has been associated with noticeable improvements in students' work (Andrade & Valtcheva, 2009).

During the adolescent period, the concept of oneself is formed by feedback, responses they receive from their parents, who help them to increase self-esteem. In adolescents, self-assessment increases when they have the love, support, and approval of their parents, teachers or society. Their behavior is modelled and adapted by the teenager by influencing their relationship (Black & William, 1998). Teachers should initially encourage students to carry out a systematic self-assessment of pedagogical activity. Bluma (2012) emphasizes that teachers should show confidence in their pupils and assign active roles to them (Latkovska & Rutka, 2015).

Self-assessment involves metacognition the process of being aware and reflecting on personal learning. Self-assessment skills include effective questions, reflection, problem solving, comparative analysis, and the ability to share thoughts in different ways. Self-regulation according Zimmerman (2001) refers to self-directive and self-generated meta cognitive, motivational, and behavioral processes through which individuals transform personal abilities into control of outcomes in a variety of contexts (Butler & Winne, 1995). There is evidence that students can improve their self-regulation skills through self-assessment (i.e., set targets, evaluate progress relative to target criteria, and improve the quality of their learning outcomes) (Andrade & Wang, 2008; Andrade & Mycek, 2010; Brookhart, et al., 2004).

Self-assessment can be used by children of all skill levels and in all areas of learning. In age-appropriate ways, it can be used throughout the elementary school and across all subjects. By seeing self-assessment examples throughout the curriculum, the learner can use self-assessment skills in drafting, reviewing, editing and publishing a part of his / her writing (NCCA, n.d.). According to Bruce (2001) self-assessment of pupils also includes reflective activities in which students are encouraged to consider the strengths and weaknesses of their work make plans for improvement or integrate assignment with previous learning. Students who are able to really evaluate themselves develop a better picture of them and will be less vulnerable to feeling insecure. They can better interpret teachers' feedback, whether they are praise or poor evaluations. Students should learn step by step how to evaluate their competences and skills, how to give and how to accept trust from others and discuss it (Gollob & Weidinger, 2010).

Brown & Harris (2014) highlighted some key points for student self-assessment: (a) Student self-assessment generally has a positive impact on academic performance, although it is not a robust

assessment method in terms of validity and reliability; (b) Student self-assessment is an important aspect of and contributor to greater self-regulation of learning; (c) Student self-assessment needs a curricular framework to ensure it is an effective treated as a self-regulating competence.

Conclusion

In this study, self-assessment was found to be effective in stimulating pupils' learning through self-awareness. The present overview has gone some way towards providing answers to our questions about student self-assessment. Participant's response analysis clearly shows that self-assessment helped to develop awareness and metacognitive behavior among students. Most respondents in questionnaires have found useful self-assessment as a learning tool. The results of this pedagogical research show that the system of self-evaluation of students in pre-university education is present and applied to a not so significant extent in Kosovo's schools. The results show that both students' and teachers' perceptions consider that pupils' self-assessment in the classroom is present, but not even at a very satisfying level. Activities that help students more self-assessment are when they compete with classmates and friends, and when based on their achievement dossier, with a lower percentage of students who are subject to a self-assessment test or even when evaluated by numeric grade teachers motivated for further impetus and learning outcomes. In contrast to lower secondary schools, in upper secondary schools there is a difference: students at this level say that for the assessment it helps them more when they are evaluated by the subject teacher, when they compete in classroom, because of the competition they are encouraged to learn more and to achieve good results. Some learn how to view their own personal achievement portfolios and lessons, while others also practice self-assessment. The easiest and fairest way of self-assessment of classroom pupils, according to teachers and students, the highest percentage resulted to be individual work, then group work, teacher evaluation and the lowest percentage of pair work.

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