

## **THE STUDENT'S SELF-ASSESSMENT DEVELOPS THE METACOGNITION AND INFLUENCES IN THE LEARNING RESULTS**

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### **Abstract**

This work aims to offer a deep analysis of the concept of self-assessment where it is included the examined the shapes and also the ways of students self-assessment, but at the same time the identification of the factors that influence in meta-cognition development and as a result in learning results improvement. To reach objectives, the methodology used is based in quantitative method and the instrument used to collect data is the questionnaire, so that to test the hypothesis: the ways of self assessment adopted by the teacher influence the performance of the students and a long life learning. The questionnaires were given to 150 teacher delivered in middle schools in the city of Elbasan. Other methods: observation as a tool of qualitative research method, the method of the profound study of the literature, studying the previous dissertations of this field of study, also national and international authors. This work comes as a need of detailed diagnosis of the problems that the students have today in learning and a permanent necessity of a clear and simple teaching promotion. It is of a big interest in nowadays because the self assessment is seen as a self directed learning difficulty and can serve to better know the role of self assessment and with the importance that it has in the preparation of new teachers.

**Keywords:** *self assessment, self responsibility, self control, techniques, self assessment, metacognition.*