

THE RELATION BETWEEN SELF-ASSESSMENT AND METACOGNITION IN PUPILS OF ELEMENTARY SCHOOL

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Abstract

This study aims to offer a deep analysis of the self-assessment concept and its relation to meta-cognition, where it is included the identification of the factors affecting in meta-cognition development and consequently in improving the learning outcomes. Previous research has revealed that a simple package of strategies can entirely improve the learning process. These strategies include: common purposes of teaching classes; offering a good model to what success looks like; orientation of the pupils for individual development; including pupils in peer-assessment and self-evaluation; encouraging students to assess their advancement and plan themselves their learning process. This approach is efficient because it helps teachers and learners/pupils develop good understanding about their position in the learning process, where should they go to achieve, and how to achieve better. According to Brown, Bull and Pendlebury (2003), self-assessment is considered not as a method of assessment but as a source of assessment, which can be used with different assessment methods and instruments. Pupils do self-assessment with proper tools such as: questionnaires, checklists and other similar techniques. This affects in the development of meta-cognition, which according to Fleivwl (1985, as cited in Musai, 1999) includes two fields: meta-cognitive knowledge and meta-cognitive experience, which according tohim, appears when required careful monitoring and conscientious of cognitive efforts. To achieve the objectives of this study, the methodology used was based in observation as a qulatitative mean of research and the method of deep literature review, consulting previous thesis on this direction and articles of native and foreign authors. This study is a result of the need for a detailed diagnosis of the problems occurring to pupils today in learning and as a permanent necessity of promoting clear and simple learning.

Keywords: *self-assessment, meta-cognition, self-responsibility, quality of self-control, self-assessment techniques, life-long learning.*