

# Teaching Students Self-Assessment

*Activity 5.10*

***A major goal in formative assessment (and in education more generally) is to help students monitor and assess their own learning.***

***Students do not learn to monitor or assess their learning on their own.***

***They need to be taught strategies for self-monitoring and self-assessment.***

## ***Ways to Teach Self-Assessment***

- Model the application of Success Criteria using examples of work
- Have students practice applying Success Criteria using anonymous examples
- Have students practice applying Success Criteria using their own work; first identifying success and when they become confident in this, ask them to identify where the criteria have not been met, and what they need to do next or to set goals
- Observe and provide feedback and support as students self-assess
- Provide opportunities for students to discuss and/or justify their self-assessment

## ***Ways to Teach Self-Assessment***

- Learning to self-assess is not a one-shot event
- Teachers need to provide ongoing support for self-assessment
- Providing time and structures, such as templates (see samples in Activity 5.12) and discussion about self-assessments, are critical for student success

# Some Examples of Templates

Name Jafar  
 October 27 to November 24, 2011

My work, I did the following in math:

Math topic	Date I did it:	One thing I learned:
Building Numbers	11-8-11	I learned how to add numbers
Estimation/Counting	11-8-11	I learned how to estimate
Standard Form, expanded Form, Word Form	11-7-11	How to write numbers
Comparing Numbers		
Problem Solving	10-27-11 11-7-11	I learned how to add cookies

My goal for next week will be to learn how to betr to cost with some

## First Grade

The students in this class complete this self-assessment at the end of each math period.

In this example, this student is able to think about goals.

*"My goal for the next week will be to..."*



Reading Log		
Date:	Title:	Pages Read:
1-18-12	Mummy's in the Morning	23-4
My goals for today as a reader:		
is to plan where I am going to read at.		
Date:	Title:	Pages Read:
1-19-12	Mummy's in the morning	41-64
My goals for today as a reader:		
is to make predictions of what's going to happen next.		
Date:	Title:	Pages Read:
1-19-12	Pirates Past Noon	1-4
My goals for today as a reader:		
is to stop when it does not make sense.		
Date:	Title:	Pages Read:
1-20-12	Pirates Past Noon	4-12
My goals for today as a reader:		
is to talk back to the book with a schema sentence stem.		
Date:	Title:	Pages Read:
1-23-12	Pirates Past Noon	12-34
My goals for today as a reader:		
is to get through tricky spots.		

## Second Grade

Reading goals based on self-assessment

Goal for today as a reader:  
"Make predictions of what's going to happen next."

Goal for today as a reader:  
"Get through the tricky spots."



## How Did You Work?

**Directions:** Check the boxes, circle an option, and complete the sentences that apply to your work.

Lesson Title: \_\_\_\_\_

1. The method I used to complete the task on my own is the **same as** / **different to** (circle as appropriate) our joint approach.

This is because: \_\_\_\_\_  
\_\_\_\_\_

2.  My method is similar to one of the sample responses. OR  My method is different from all of the sample responses

My method is similar to:

\_\_\_\_\_  
*(add name of sample response)*

I prefer **my method / the sample response** (circle)

This is because: \_\_\_\_\_  
\_\_\_\_\_

My method is different from all of the sample responses because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3.  Our method is similar to one of the sample responses OR  Our method is different from all of the sample responses

Our method is similar to:

\_\_\_\_\_  
*(add name of sample response)*

I prefer **our method / the sample response** (circle)

This is because: \_\_\_\_\_  
\_\_\_\_\_

Our method is different from all of the sample responses because:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. I / We (circle as appropriate) checked the camera was in the best place by: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Group Assessment

Students who have been solving a math problem reflect on their solutions at the end of the lesson.

## ***Other Ideas***

Strategies and tools that could be used to engage students in self-assessment.

***During a lesson, to check  
understanding you could use...***


## Smiley Faces

 *Happy – I'm ready to move on*

 *Neutral – I'm unsure*

 *Sad – I don't understand*

## Weather Report

 *Sunny – I'm clear*

 *Cloudy – I'm unclear*

## Thumbs-up

 *Thumbs up – I've got it!*

 *Thumbs sideways – I'm unsure*

 *Thumbs down – I'm stuck!*

## 60-second think

Plan for 60-seconds thinking time at key points in the lesson. Allow students to stop and think about how their learning is going at the moment.

***At the end of a lesson to check learning, you could use...***

## **1, 2, 3**

**3** things I've learnt

**2** questions I've got

**1** insight I've had

## **Ice Cream Bowl**

**Empty** – no criteria

**1 scoop** – some criteria

**2 scoops** – all criteria

**Topping** – additional criteria

## **Concept Circle/Mind Map**

- Sketch a circle with radiating lines
- Write key concepts related to the work on the lines
- Highlight concept they are unclear about

## **60-second write**

Allow 60 seconds at the end of the lesson for students to write about their learning. Have them note the concepts they are clear on and the areas they need further work on.

***At the completion of, and prior to submitting, a task to improve the work and decide on next steps, you could try using...***



## Checklists and Rubrics

Devise checklists which outline the Success Criteria for a task.  
Develop rubrics which include a description of the levels of performance for a task.

## SWOT Analysis

**Strengths** – sound understanding

**Weaknesses** – poor understanding

**Opportunities** – areas for improvement

**Threats** – obstacles to learning

## Feedback Ladder

Students step through a process:

**Step 1** – read/listen/question

**Step 2** – identify strengths

**Step 3** – highlight areas for work

**Step 4** – suggest improvements

## Student-teacher meetings

Allow time for peer-teacher 'check-ins' at key points to:

- determine progress
- Identify improvements to be made

## ***Things you can try tomorrow!***

- Ask students to highlight the best section of their work and explain why they think it is the best.
- Have students identify where they have met each of the Success Criteria.
- Ask students to highlight the sentence and/or section of their work that they are most pleased with and tell you why.
- Ask students to write one question they would like you to answer in your feedback.
- Pause during the lesson and ask students to discuss how their learning is going.
- Provide some sentence starters and prompts to help students think about their learning and identify areas for improvement.

## ***Things you can try tomorrow!***

- Teach and model self-assessment.
- Provide exemplars so that students know what they are aiming for.
- Ask students to identify an area where they are uncertain and what help they need.
- Use one of the self-assessment templates or design some yourself.
- Introduce Exit cards where students write and submit answers to prompts such as: *What was the most important thing you learned today? What questions do you still have?*
- Use 3,2,1 at the end of a lesson: *3 things I've learnt, 2 questions I've got, 1 insight I've had.*