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

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…"

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."

Group Assessment

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

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.

   My method is similar to:
   _____
   (add name of sample response)

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

   This is because:
   _____
   _____

   OR

   ☐ My method is different from **all** of the sample responses

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

3. ☐ Our method is similar to one 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:
   _____
   _____

   OR

   ☐ Our method is different from **all** of the sample responses

   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: _____
   _____
   _____
   _____

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*

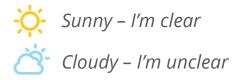😐 *Neutral – I'm unsure*

☹️ *Sad – I don't understand*

Thumbs-up

👍 *Thumbs up – I've got it!*

✋ *Thumbs sideways – I'm unsure*

👎 *Thumbs down – I'm stuck!*

Weather Report

☀️ *Sunny – I'm clear*

⛅ *Cloudy – I'm unclear*

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

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

Ice Cream Bowl

Empty – no criteria

1 scoop – some criteria

2 scoops – all criteria

Topping – additional criteria

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.

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

SWOT Analysis

Strengths – sound understanding

Weaknesses – poor understanding

Opportunities – areas for improvement

Threats – obstacles to learning

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.*