

## Individual goal setting, reflecting on and monitoring and reflecting on learning

As a result of self-assessment, students learn to identify specific actions they need to take to improve, and to plan next steps. That is, they define their long- and short-term individual goals with increasing confidence.

The role of the teacher in this process is to:

- model the setting of individual goals
- provide follow-up support
- give specific feedback on learning goals
- help students identify and record focused actions they can take to achieve their goals
- help students identify procedures students can use to monitor their own progress.

Teachers may include strategic questioning to assist students to reflect on their learning. For example:

- Do I understand the purpose of the activity?
- What do I already know about this topic?
- What other information could assist me in my understanding?
- What learning strategies do I need to complete/learn this?
- What are the criteria for improving my work?
- Do I understand the concepts I am learning?
- Can I explain the steps I took?
- Have I accomplished the goals I set for myself?
- What would I do differently next time?
- What is a question worth asking for next time?

Reflection and monitoring activities may include:

- the use of learning logs and journals where students track thoughts, questions, activities and any revisions made over the term
- reflections on the learning processes used, including portfolios, learning logs, blogs and journals.

### References

- NSW Education Standards Authority. (n.d.). *Assessment for, as and of Learning*. Retrieved May 15, 2014, from NSW Education Standards Authority: <http://syllabus.nesa.nsw.edu.au/support-materials/assessment-for-as-and-of-learning/>
- Earl, L., & Katz, S. (2006). *Rethinking Classroom Assessment with Purpose in Mind*. Retrieved June 1, 2014, from [http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking\\_assess\\_mb.pdf](http://www.edu.gov.mb.ca/k12/assess/wncp/rethinking_assess_mb.pdf)
- Elbow, P. (1998). *Writing without Teachers*. New York: Oxford University Press.