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

Self-assessment, for ‘assessment as learning’, can take place at any stage of the learning process. The repertoire of strategies and tools available for self-assessment include those for peer assessment as well as a range of other approaches.

<table>
<thead>
<tr>
<th>Key assessment points</th>
<th>Some useful tools</th>
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| During a lesson to check understanding | 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 that moment. |
| End of a lesson to check learning | 3, 2, 1  
- 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  
Have students:  
- 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 next steps | 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–area 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. |
At the end of a unit of work (to set shorter term learning goals) or term/semester (to set longer term learning goals)

Provide an opportunity for students to reflect on their learning and provide evidence of their achievement of the learning intentions/goals.

**SMART goals**
Anchor learning to goals which are:
**S**pecific – outline the knowledge and skills to be learned
**M**easurable – identify criteria for achievement
**A**ction-orientated – indicate steps/tasks for achieving the learning goal
**R**ealistic – present a suitable level of challenge to the learner
**T**imely – provide a reasonable period for achieving the learning goals.

Design templates and proformas for students to record their long and short term goals.

**Learning logs/journals** (support with sentence starters or prompts)
Organise learning logs/journals so that they:
- become the focus for recording progress/achievement
- identify long term goals and the short term goals to support their achievement
- reflect on progress and indicate next steps
- capture peer/self/teacher assessment and feedback
- include any templates or proformas.

**Portfolios**
Showcase a range of work undertaken.
Ideally a portfolio:
- chronicles progress and documents achievement in relation to learning goals
- includes examples of independent assignments and collaborative projects.

**Student-Teacher conferences/interviews**
Set up individual conferences at the end of a unit/term to support students to reflect on their short/long term learning goals and support them to decide on appropriate next steps.
During these conferences maintain the focus on the learning goals and on improvement.

**References**
(Ontario Ministry of Education, 2010)
(Department of Education & Training Victoria)
(Literacy and Numeracy Secretariat, 2007a)

**Acknowledgements**
Open clip art from [https://openclipart.org](https://openclipart.org)

Thumb, by dagobert83. Created 2006-12-18
To-Do List, by sheikh_tuhin. Created 2009-11-04
Thumbs down, by qubodup. Created 2012-12-17
Thumbs up, by qubodup. Created 2012-12-17