

## 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.

Key assessment points	Some useful tools			
<p><b>During a lesson to check understanding</b></p> <p>Provide quick and easy visual and verbal techniques for students to assess and signal their progress.</p>	<p><b>Smiley faces</b></p> <p> happy – I’m ready to move on</p> <p> neutral – I’m unsure</p> <p> sad – I don’t understand</p>	<p><b>Weather report</b></p> <p>Sunny – I’m clear</p> <p>Cloudy – I’m unclear</p>	<p><b>Thumbs up</b></p> <p> thumbs up – I’ve got it!</p> <p> thumbs sideways – I’m unsure</p> <p> thumbs down – I’m stuck!</p>	<p><b>60-second think</b></p> <p>Plan for 60 seconds thinking time at key points in the lesson.</p> <p>Allow students to stop and think about how their learning is going at that moment.</p>
<p><b>End of a lesson to check learning</b></p> <p>Provide ways for a student to summarise their understanding and identify areas for further work.</p>	<p><b>3, 2, 1</b></p> <p><b>3</b> things I’ve learnt</p> <p><b>2</b> questions I’ve got</p> <p><b>1</b> insight I’ve had</p>	<p><b>Ice cream bowl</b></p> <p>Empty – no criteria</p> <p>1 scoop – some criteria</p> <p>2 scoops – all criteria</p> <p>Topping – additional criteria</p>	<p><b>Concept circle/ Mind map</b></p> <p>Have students:</p> <ul style="list-style-type: none"> <li>sketch a circle with radiating lines</li> <li>write key concepts related to the work on the lines</li> <li>highlight concept they are unclear about.</li> </ul>	<p><b>60 second write</b></p> <p>Allow 60 seconds at the end of the lesson for students to write about their learning.</p> <p>Have them note the concepts they are clear on and the areas they need further work on.</p>
<p><b>At the completion of, and prior to submitting, a task to improve the work and decide next steps</b></p> <p>Provide a scaffold to assist students in monitoring their progress and assessing their achievement against success criteria.</p>	<p><b>Checklists and rubrics</b></p> <p></p> <p>Devise checklists which outline the success criteria for a task.</p> <p>Develop rubrics which include a description of the levels of performance for a task.</p>	<p><b>Feedback ladder</b></p> <p>Students step through a process.</p> <p><b>Step 1</b> – read/listen/question</p> <p><b>Step 2</b> – identify strengths</p> <p><b>Step 3</b> – highlight areas for work</p> <p><b>Step 4</b> – suggest improvements</p>	<p><b>SWOT analysis</b></p> <p></p> <p>Strengths–sound understanding</p> <p>Weaknesses–poor understanding</p> <p>Opportunities–area for improvement</p> <p>Threats – obstacles to learning</p>	<p><b>Student-teacher meetings</b></p> <p>Allow time for peer-teacher ‘check ins’ at key points to:</p> <ul style="list-style-type: none"> <li>determine progress</li> <li>identify improvements to be made.</li> </ul>

<p><b>At the end of a unit of work (to set shorter term learning goals) or term/semester (to set longer term learning goals)</b></p> <p>Provide an opportunity for students to reflect on their learning and provide evidence of their achievement of the learning intentions/goals.</p>	<p><b>SMART goals</b></p> <p>Anchor learning to goals which are:</p> <p><b>Specific</b> – outline the knowledge and skills to be learned</p> <p><b>Measurable</b> – identify criteria for achievement</p> <p><b>Action-orientated</b> – indicate steps/tasks for achieving the learning goal</p> <p><b>Realistic</b> – present a suitable level of challenge to the learner</p> <p><b>Timely</b> – provide a reasonable period for achieving the learning goals.</p> <p>Design templates and proformas for students to record their long and short term goals.</p>	<p><b>Learning logs/journals</b> (support with sentence starters or prompts)</p> <p>Organise learning logs/journals so that they:</p> <ul style="list-style-type: none"> <li>• become the focus for recording progress/achievement</li> <li>• identify long term goals and the short term goals to support their achievement</li> <li>• reflect on progress and indicate next steps</li> <li>• capture peer/self/teacher assessment and feedback</li> <li>• include any templates or proformas.</li> </ul>	<p><b>Portfolios</b></p> <p>Showcase a range of work undertaken.</p> <p>Ideally a portfolio:</p> <ul style="list-style-type: none"> <li>• chronicles progress and documents achievement in relation to learning goals</li> <li>• includes examples of independent assignments and collaborative projects.</li> </ul>	<p><b>Student-Teacher conferences/interviews</b></p> <p>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.</p> <p>During these conferences maintain the focus on the learning goals and on improvement.</p>
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## References

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

## Acknowledgements

Open clip art from <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