Self-Assessment

Assessment for Learning Video Series

VIEWING GUIDE

A resource to support the implementation of *GROWING SUCCESS
Assessment, Evaluation and Reporting in Ontario Schools
First Edition, Covering Grades 1 – 12, 2010

reach every student

Ontario

Contents

Introduction

In this video you will learn about the impact of self-assessment on student learning, and the critical role it plays in teaching students to learn *how to learn* independently.

This viewing guide provides learning activities to facilitate reflection and discussion about student self-assessment and to provide support for trying new practices. While you can use this resource to learn independently, by learning collaboratively you and your teaching colleagues can provide one another with support and feedback throughout the learning process.

This video shows teachers learning about and implementing student self-assessment. It presents research-based information about engaging students in self and peer assessment – an *assessment **for** learning* practice – and provides resources to support your professional learning in this area.

In this video, you will learn to:
- use self and peer assessment to help students monitor and improve their learning;
- develop a process to teach students how to become effective self-assessors;
- engage students in classroom assessment to become independent learners.

Planning Your Professional Learning

a. Self-Assessment and Goal Setting
Before viewing the video, use the self-reflection tool, *Appendix A: My Self-Assessment Practices*, to identify what you are already doing well and an area of self-assessment that you would like to implement or improve. You may wish to monitor your professional learning at regular intervals using this assessment tool.

b. Viewing the Video
The video is divided into five segments, each of which focuses on a specific aspect of developing students' self-assessment knowledge and skills within a context of *assessment **for** learning*.

Segments 1 to 5 of this viewing guide contain additional information and selected activities related to the content of the video. Each segment is organized as follows:

> **Key Questions:** Provide a focus for viewing and reflection. Use these questions to initiate thinking and promote discussion prior to and after viewing each segment.

> **What's in This Segment:** Presents additional information about the content. Time signatures relate the information to specific strategies and skills shown in the video.

> **After Viewing:** Suggests activities intended to promote reflection and discussion and ways to apply new learning when planning and teaching. "After Viewing" activities are provided for each "What's in This Segment" time signature.

Extending the Learning: Includes a selection of post-viewing activities to extend and challenge the learning beyond current practice.

While viewing the video, consider using one of the following organizers to focus your viewing:

What I Already Know (complete before viewing)	
What I Hadn't Thought of (note during viewing)	
Next Steps for Me (complete after viewing)	

What are the students doing? (What's different?)	
What is the teacher doing? (What's different?)	
What are they learning?	

c. Action and Feedback

The activities provided in "Extending the Learning" are intended to help you implement the strategies. Consider inviting a colleague to provide feedback as your "critical friend" (Costa & Kallick, 1993). Critical friends observe and ask questions to explore the reasons for your instructional decisions. They provide support as they challenge you to grow professionally.

d. Reflection and Goal Setting

Once you have reached a level of comfort in using the new practice, revisit the self-reflection tool, *Appendix A: My Self-Assessment Practices,* to plan next steps. *Appendix B: My Learning Plan* is provided to support you in setting learning goals and developing action plans.

Setting the Stage

Appendix C: Self-Assessment Quotes can be used before viewing to activate prior knowledge and engage the viewer in reflection (and discussion if viewing with others) and in making connections to his or her own assessment practices.

In a learning community setting, use the following activity:
- Print each quote on a card.
- Place participants into small groups (2–4), and distribute one card to each group.
- Ask everyone to spend three minutes to silently review the quote and, using one or more of the questions suggested below, reflect on what it means to them.

- Provide time for each group to discuss their reflections, and then have groups share the significant points of their discussions.

Reflection questions

What critical insight, message, or understanding is being conveyed?

What implications does the message have for teachers? for students? for learning?

How might the application of this learning transform the student–teacher relationship?

How might this learning lead to the development of independent, autonomous learners?

Segment 1 Self-Assessment: The Process

Student self-assessment is "the process by which the student gathers information about and reflects on his or her own learning … [It] is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes" (Literacy and Numeracy Secretariat, 2007a).

Teachers who make a serious commitment to learning about self- assessment and teaching these techniques to their students can plausibly anticipate enhanced student motivation, confidence and achievement.
Ross (2006)

When teachers explicitly teach students to become effective self-assessors, students are empowered to be in charge of their own learning – to identify goals, determine where they are in their learning with respect to those goals, and to take actions to close the gap.

Key Questions
How can self and peer assessment help students develop their ability to become independent learners?
What can teachers and students do to develop and promote self-assessment in the classroom?

What's in This Segment?
A. A Self-Assessment Continuum (0:47–2:02)
This self-assessment continuum, developed by teachers in this video and adapted from the research of Black and Wiliam (1998), identifies the practices essential to developing students' self-assessment skills, and represents a practical way for students and teachers to understand and engage in effective classroom assessment. Each stage in the process increasingly engages learners in monitoring their learning and setting learning goals, and progressively leads to independent learning. The continuum highlights the *transformation* that teachers and students experience in how they teach and learn when they embrace the spirit of assessment *for* learning.

The teacher introduces the students to learning about self-assessment by explicitly sharing with students the practices identified on the continuum.

After Viewing
Activity 1 Discuss or reflect on the following questions with colleagues or your students:
- How does sharing the continuum make learning explicit for all students?
- How is the role of the teacher and the student changing in this process?
- How is the relationship between students and teacher being redefined?

B. Benefits of Self-Assessment (2:02–4:22)
The benefits of self-assessment are well documented in research, and include:
- development of metacognitive skills – students become more skilled at adjusting what they are doing in order to improve the quality of their work (Cooper, 2006);
- increased responsibility for students' own learning as a result of more opportunities for self-reflection (Cyboran, 2006);

- positive effects for low achievers – reducing achievement gaps (Black & Wiliam, 1998; Chappuis & Stiggins, 2002);
- development and refinement of students' capacity for critical thinking (Cooper, 2006);
- increased mathematics problem-solving ability (Brookhart, Andolina, Zuza, & Furman, 2004);
- improved academic results in narrative writing (Ross, Rolheiser, & Hogaboam-Gray, 1998);
- reduction in disruptive behaviour (Ross, 2006).

(Literacy and Numeracy Secretariat, 2007a)

After Viewing
Activity 2 Identify a particular benefit that you believe might improve learning for the students you are current teaching. Consider how you might use the continuum to bring about this benefit.

C. A Process for Developing Students' Assessment Skills (4:23–7:01)
To self- or peer-assess effectively, students need to:
- know what they are expected to learn;
- know what successful learning looks like;
- learn how to apply the success criteria;
- give and receive feedback on their self-assessments;
- use feedback from self-assessments to plan next steps and set their own learning goals.

> *If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of the learning and thereby grasp what they need to do to achieve.*
> *Black & Wiliam (1998)*

After Viewing
Activity 3 List the specific strategies the teachers employ to promote self-assessment with their students. Identify those you may be using already. Where might be a good place to begin to use new or additional strategies? How could you begin small and gradually engage the students in self-assessment?

D. Four-Stage Model for Teaching Self-Assessment Skills (7:02–9:43)
Rolheiser and Ross (2000) describe a four-stage model for teaching students to self-assess that has emerged from the research literature and exemplary practitioners of cooperative learning:
Stage 1: Define together with students the criteria that will be used to assess the learning.
Stage 2: Teach students to apply the criteria.
Stage 3: Give students feedback on the quality of their self–assessments.
Stage 4: Help students develop individual learning goals and specific action plans.

After Viewing
Activity 4 Reflect on your current beliefs about self-assessment:
- Do you trust in the validity and reliability of the information gained in self and peer assessments? If not, why not?
- What knowledge and skills must students learn to assess their own work and to monitor their learning?

Activity 5 Brainstorm some of the beliefs students, teachers, and parents may have about self and peer assessment.

- Did you observe practice in the video that contradicts any of these beliefs?
- What other strategies might improve the validity and reliability of students' self-assessments?

Activity 6 Use *Appendix A: My Self-Assessment Practices* to identify what you are already doing well and an area of practice that you would like to implement or improve. Continue to date and use this assessment tool at regular intervals to monitor your professional learning as you set each individual learning goal.

Use *Appendix B: My Learning Plan* to identify the next steps and develop a plan for learning about, modelling, and implementing effective self-assessment in your classroom.

Extending the Learning

Activity 7 Think about a recent assessment task (activity) your students have completed.

- Tell the students you will have them peer-assess (not evaluate) one another's work.
- Invite students to brainstorm a list of "look-fors" as evidence of successful learning on the task.
- Prioritize and select one or two of the success criteria they have identified, and have the students peer-assess their partner's work by indicating whether the criteria have been met.
- Have students share the feedback from the peer assessment with their partner, discuss their observations, reflect on what they learned, and make recommendations for how to improve.
- While students are discussing, circulate and gather anecdotal feedback on their strengths and their needs when peer-assessing. Give group feedback on what the class did well and identify any area(s) for improvement. Together, you and your students may determine some next steps.

Segment 2 **Defining Success Criteria**

Teaching students to assess their learning effectively starts with ensuring they have a clear understanding of what they are to learn and what successful learning looks like. These *learning goals* and *success criteria* answer the question, "Where am I going?" (Chappuis, 2009). Involving students in defining the criteria upon which their work will be judged is a powerful way of helping them come to a deeper understanding of what they are learning, and results in their assessments (self and peer) being more reliable, accurate, and valid.

> *Co-constructing criteria changes the teaching and learning environment. Having criteria results in more students being engaged and learning at higher levels.*
> *Davies (2008)*

Key Questions
Why is student engagement in defining success criteria crucial to learning?
How are success criteria linked to learning goals, descriptive feedback, rubrics, and self-assessment?
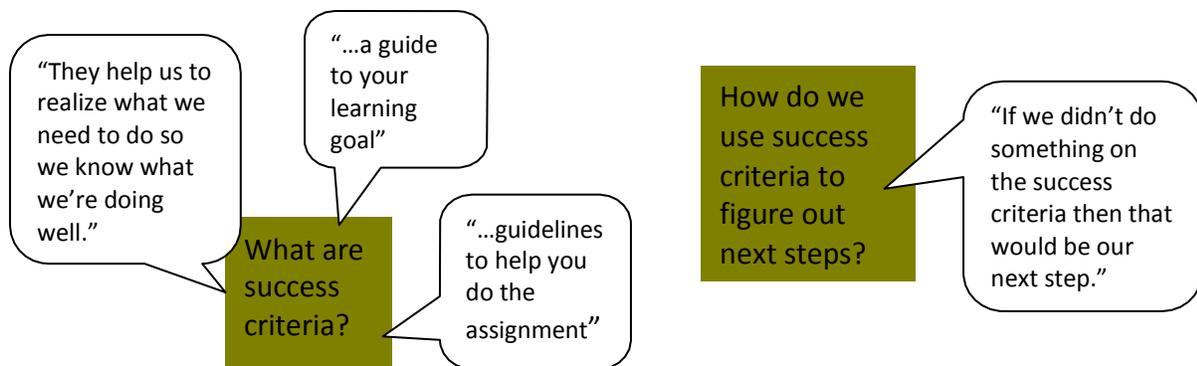
What's in This Segment?
Teachers make the learning goals and success criteria explicit to their students in language they can understand, and ensure there is a common understanding of the learning goals and success criteria.

A. What Are Success Criteria? (0:48–4:41)
Success criteria are defined in *Growing Success* (Ontario Ministry of Education, 2010) as "standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart, and discussed and agreed upon in collaboration with students, that are used to determine to what degree a learning goal has been achieved. Criteria describe what success 'looks like', and allow the teacher and student to gather information about the quality of student learning."

After Viewing
Activity 1 In the video, students are asked, "What are success criteria? How are success criteria helpful in doing the task?" Reflect on students' responses and consider what evidence they provide of a positive learning environment and student engagement in this classroom.

"They help us to realize what we need to do so we know what we're doing well."

"…a guide to your learning goal"

What are success criteria?

"…guidelines to help you do the assignment"

How do we use success criteria to figure out next steps?

"If we didn't do something on the success criteria then that would be our next step."

Activity 2 Consider the following questions as you reflect on your assessment practices:

- What value is there in students knowing, *in advance*, what they are expected to learn and what it will look like when they have successfully learned it?
- How does explicitly teaching students to be "assessment literate" lead to independent learning?
- What significance do *learning goals* and *success criteria* have in your classroom assessment and instruction?

B. Involving Students in Defining Success Criteria (4:42–10:24)

Research confirms the benefits of involving students in defining the success criteria for a goal or task. By collaborating with the teacher to define the criteria, students begin to develop an understanding of what quality means in the context of their own work. Wiliam (2007) emphasizes that simply sharing criteria with students is not enough because "the words do not have the meaning for the student that they have for the teacher".

The teachers and students in this video use a process outlined by Gregory, Cameron, and Davies (1997) to set success criteria:

- Step 1: Brainstorm.
- Step 2: Sort and categorize.
- Step 3: Make and post a T-chart.
- Step 4: Add, revise, refine.

i. Generating criteria (4:55–5:50)

The process of co-constructing criteria begins with having students brainstorm a list of possible "look-fors" for a learning task or goal.

After Viewing

Activity 3 Review the clip of students brainstorming, and as you observe the students, consider the following:

- How does this learning activity enhance their assessment knowledge, skills, and literacy?
- Is there anything that surprised you?
- What prior learning might the teacher have addressed to get the students to this point in their learning?

Activity 4 Try the first step of the co-construction process, brainstorming criteria, with your students. Select a task or activity that is familiar to students (e.g., setting class rules, identifying components of a science investigation, descriptive writing, taking notes). Have students brainstorm criteria ("look-fors") for quality performance.

- Begin with a Think-Pair-Share-Square* strategy. Ask, "What would it look like to do this well?"
- After they have had some time to think and discuss in their quartets, record all responses from the students during the brainstorming.
- Encourage discussion to elicit students' understanding, to clarify meaning, and to build consensus on the criteria.

- Guide the conversation and, if necessary, add your own criteria to ensure that the list reflects what is significant to a successful performance.

*Think-Pair-Share (Lyman, 1981) is a strategy that gives students the opportunity to reflect on a question and process their thinking by sharing with another student. Think-Pair-Share-Square adds an additional step by having pairs share with each other.

ii. Sorting and categorizing (5:51–8:41)

Involving students in sorting and categorizing the criteria further refines the criteria, deepens students' understanding of the criteria, and ensures that the criteria are organized in user-friendly categories. Clustering "like" criteria under a single heading can help students to identify aspects of their work that need improvement, while at the same time prioritizing and limiting the number of criteria they need to attend to. Organizing the list helps students to remember, prioritize, and internalize the criteria. It can also increase students' commitment to the instructional goals (Rolheiser & Ross, 2001).

After Viewing

Activity 5 Reflect and discuss:

How does "sorting and categorizing" exemplify the seamless integration of assessment and instruction? Discuss the many benefits that might come from engaging students in this exercise.

Possible benefits could be:
- a higher degree of students' ownership of and responsibility for their learning;
- development of a common and meaningful set of standards;
- deeper understanding of criteria and quality work;
- a redefined student–teacher partnership.

Activity 6 Revisit the brainstormed list of criteria resulting from Activity 4 in this segment. Have students group criteria that are similar. Ask them to suggest a name for each group and be prepared to explain their choice during class discussion.

Alternatively, provide students with a list of brainstormed criteria relating to a current learning goal or task, and ask students to work in pairs to sort and categorize the list. Encourage them to justify their choices to their partner, and to share their thinking during class discussion.

iii. Sharing and displaying criteria (8:42–9:58)

A T-chart organizer listing the categories and the criteria is one way to display the criteria. Posting the success criteria for all to see makes the "look-fors" visible to students during the learning. The criteria can be listed in many ways using templates, checklists, anchor charts, and/or rubrics depending on the purpose and nature of the learning activity. Samples used by teachers are included in Appendix E in this viewer's guide.

iv. Revisiting and revising criteria (9:59–10:24)

As students work with the criteria, apply them to samples, and gain a deeper understanding of the learning goals and criteria, it may be necessary to review and revise the descriptors and the

language of the criteria. Some students may benefit from limiting the number of criteria or prioritizing specific success criteria at appropriate times depending on how they are progressing in their learning.

Revised List of Success Criteria

Reviewing the criteria as students are learning provides opportunities for the teacher and students to:

- further clarify the "look-fors";
- prioritize those criteria with greatest impact on the learning;
- add additional criteria based on new learning;
- ensure that criteria details facilitate meaningful feedback;
- readily highlight next steps.

After Viewing

Rubrics are frequently used for the purpose of evaluation to judge the quality of student's work. The criteria used in rubrics may sometimes be too broad, generic, or vague to be useful to students in their learning, or may be expressed in language they don't understand. However, rubrics can also be used in a student-centred environment as an assessment tool to deepen understanding and improve their learning. Once students have generated success criteria, it is a natural next step to engage them in co-developing the rubric where applicable. As a result, the language used in the descriptors and qualifiers will be student friendly and will make it easier for students to give specific descriptive feedback, identify concrete next steps, and set individual goals.

Activity 7 Examine a rubric you have been using with your students for some time. Is there a criterion that may be too broad or expressed in language challenging to your students?

Ask students to examine the rubric, and have them identify one descriptor they understand and one descriptor that they do not understand. Have them try to rewrite both descriptors in student-friendly language. Engage your students in a class discussion and have them share their observations after the discussion. Next have them apply the revised criteria to an anonymous sample, giving specific feedback on what was done well and what needs to improve.

In the following example, Grade 6 students are writing a persuasive text. They have completed their first draft and are in the revision stage of the writing process. The example below shows a criterion from the original rubric for this task, with descriptors at each level, and the student-friendly checklist based on success criteria that resulted from the above activity.

Rubric Criterion

	Level 1	Level 2	Level 3	Level 4
Revises writing to improve organization and clarity	Makes revisions with limited effectiveness	Makes revisions with some effectiveness	Makes revisions with considerable effectiveness	Makes revisions with a high degree of effectiveness

Success Criteria Generated by Students

	Wow!	On target	Getting there	Working on it
• Highlighted main ideas				
• Checked for logical ordering of main ideas				
• Checked to see that each main idea is presented in a separate paragraph				
• Looked for transition words to connect the ideas from one paragraph to the next paragraph (e.g., *also*, *finally*, *as a result*)				
• Checked if writing contains too much explaining and removed extra words				
• Checked if writing was unclear and added details to provide more information				
• Used revising strategies to delete and add text (e.g., cross-outs, arrows, underlining, cutting-and-pasting)				

C. Working with Samples *(10:25–13:31)*

Examining and analysing exemplars and samples of other students' work make the success criteria visible to students (Chappuis, 2009; Wiliam, 2007; Earl, 2003).

Samples can be used:
- at the beginning of the learning cycle to show evidence of expected outcomes;
- during learning to guide improvements;
- at the end of a learning cycle to compare and contrast work with the sample prior to submission of the final product;
- to help generate criteria when brainstorming;
- to model how to apply criteria;
- to practise applying criteria.

After Viewing

Activity 8 Review the clip of the teacher and students using a writing sample related to the learning goal: *I will be able to use descriptive words, phrases, and expressions to clearly describe a scene or a situation* (10:44–12:57).
- What is the teacher doing?
- What are the students doing?
- What is each learning?

Activity 9 Select an assessment task such as an opinion piece, a lab report, or any performance that is intended for use as evidence of learning. Give the students a sample each of weak and strong work. Working in groups, have them:

> *Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it. So self-assessment is essential to learning.*
> *Black et al (2003)*

- identify whether the sample is weak or strong;
- record the strengths and weaknesses of each.

Have the students share the characteristics they identified from the samples. Then ask them, "What did you learn during this exercise? What would you suggest as a next step?"

Activity 10 Using samples also helps teachers develop a clear and consistent understanding of the characteristics of quality work. In *teacher moderation*, teachers collaborate with colleagues to establish criteria for assessing student work. Join with a number of other colleagues to engage in this process. Samples can take many forms – artefacts, projects, presentations, research papers, and performances in oral, written, and video form – and can come from a variety of sources – previous years' work, texts, teacher resources, professional publications. Choose those samples that directly relate to your work with your students.

For more information, see Literacy and Numeracy Secretariat, *Teacher Moderation: Collaborative Assessment of Student Work* (2007), available at:
http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf

Extending the Learning
Activity 11 Once you have had an opportunity to try collaboratively developing criteria with your students, reflect on the experience and identify what went well and what was challenging. If you are learning with other teachers, share your ideas and brainstorm ways to overcome difficulties.

Possible Challenges or Concerns	Next Steps to Consider
Co-constructing criteria with students can be time-consuming. Some teachers might find it difficult to justify the time it takes to co-construct the criteria.	Black et al (2003) note that while "any non-trivial change in classroom teaching involves the teacher both in taking risks and, at least during the process of change, in extra work", improving assessment practices results in improved student achievement and engagement. Working with teachers implementing assessment *for* learning in their classrooms, they found that the "work involved turns out to be a redistribution of effort". Consider making changes step by step, starting small, and then adding further refinements to practice. • Have students discuss what they learned or what doing the learning activities "looks like". • Discuss with colleagues other approaches to co-

	construction that preserve the student's active role and balance the time commitment. • Highlight and integrate assessment language and skills into all learning experiences. • Share with students up front what you are doing with criteria, and why. • Begin small and build on success and engagement. • Begin slow and let the momentum drive the learning. • Practice with generating criteria will improve the rate and the quality of the exercise.
Students may not have the prior knowledge or experience to be able to generate criteria for a learning task or goal.	Success criteria can be generated in different ways. • Begin with tasks or processes that are familiar to students. • Choose simple tasks that make the criteria transparent. • Invite students to begin to identify "look-fors" during their learning. • Model using the criteria early in the learning cycle. • Provide exemplars, samples, and anchors to help students identify success criteria. • Develop checklists or rubrics for use in modelling and practising using the criteria.
Showing students samples of work may limit creativity or encourage imitation.	• Align the tasks with the success criteria and the learning goal(s). • Ensure assessment tasks provide the evidence you require. • Open up the possibilities and use a diversity of samples. • Incorporate "originality and creativity" as a success category if applicable. • Provide open-ended tasks and choice in how students demonstrate their learning.
Sharing learning goals and success criteria at the outset of learning may not be possible for inquiry and problem-solving activities.	• Students may record success criteria "en route" as they progress through their inquiry/investigation. • Poster paper or sticky notes can be used to record potential success criteria as they are identified during the inquiry. Consensus can be reached following the investigation. • An exit card requiring each student to write a learning goal for the inquiry and a number of success criteria will help the teacher assess who has learned what. • Alternatively, in groups of four, use a mix and match: Each student records one distinct criterion on a piece of paper. Pairs of students from each group rotate, visiting

	every other group, and gather similar success criteria to their own that might belong to the same category. Following the mix and match, all return to their home group, name the category, list the criteria on poster paper, and post them for all to see. Students and teacher share their observations, comments, recommendations, and questions prior to coming to consensus.

Segment 3 Applying Success Criteria

Learning to apply criteria is a critical step in becoming an effective self-assessor. Once students know and understand the success criteria, teachers can support students in developing their assessment skills through explicit instruction, teacher modelling, and multiple opportunities to practise and apply the criteria. This ultimately leads to students being confident about and competent at self-assessment and becoming independent learners.

> *The alignment of teacher and student assessments is higher when students have been taught how to assess their work.*
> *Ross (2006)*

Key Questions
How can peer-assessment strategies and tools facilitate the development of self-assessment skills?

How is the "gradual release of responsibility" integral to the development of self-assessment skills and independent learning?

What's in This Segment?
A. Teaching Students how to Apply Criteria (1:19–3:22)
Teachers, through explicit instruction and modelling, can help students deepen their understanding of what constitutes quality in their work. As Chappuis (2009) emphasizes, "the goal here is to help students come to hold an understanding about accuracy and quality similar to yours."

i. Modelling the application of criteria (1:19–3:05)
The teacher uses a "think aloud" strategy to model the application of criteria to anonymous work. When teachers model assessment strategies and skills, students:

- see concrete evidence in a sample;
- connect evidence to the criteria;
- learn to apply the criteria to a sample.

<div align="center">(Rolheiser & Ross, 2000)</div>

After Viewing
Activity 1 View the clip and consider the following questions for reflection and discussion:

- How is the teacher being "explicit" in modelling assessment language and skills linked to criteria?
- What specifically is the teacher modelling? What are the students learning?
- How are these practices similar to or different from your current practice?

Extending the Learning
Activity 2 Collect and/or design a sample(s) that targets a particular criterion linked to the task or learning goal. The sample might contain a full range of examples of the criterion being applied well or poorly. Model applying the specific criterion to one example in the work; then ask the students, working in pairs, to review the sample and apply the criterion to the other examples in the work. Students should identify the example, and indicate if it was done well or

needs improvement. The teacher can monitor student conversations, provide guided instruction, and offer feedback on their assessments. The exercise can be repeated by using the same criterion and another sample or by applying a second criterion to the original sample.

Activity 3 Distribute a weak sample to half the class and a strong sample to the other half. With students working in pairs, assign one or two criteria you want them to apply in their peer assessments. Once completed, ask each pair to square up and give feedback on another pair's assessment. The teacher can monitor the learning conversations, guide the students' peer assessments, and provide feedback on improvements and next steps. Following the activity, the teacher may wish to give group feedback on patterns and trends observed.

Samples may have many strengths or improvements related to the assigned criteria which help to maximize the value of the exercise, particularly if you are just introducing your students to this skill. The teacher can model the application first, and then ask students to apply the criteria to the entire sample. The students identify strengths, improvements, and next steps. This strategy can easily be modified to increase the number of criteria and/or the number of improvements.

As students increase their understanding of and gain confidence with assessment, the teacher may wish to have students peer-assess each other's work on small tasks. Teachers will need to use their professional judgement in ensuring a safe environment and determining the number of criteria to be assessed, the complexity of the task, and the level of teacher support. Instructional time should be scheduled so that teachers can give feedback on the peer assessments and students can act on the assessment feedback.

ii. Using samples, anchors, and exemplars (3:06–3:22)
Samples help students develop a clearer picture of quality performance and simultaneously help students and teacher come to a common understanding of what constitutes quality work. By looking for criteria in a sample, students answer the question, "Where am I going?" (Stiggins et al, 2006).

Samples and exemplars can be used:
• by teachers to:
  – model the application of criteria;

  – inform professional judgement;

  – share a common understanding of quality with other teachers when evaluating.

• by students to:
  – generate ideas when collaboratively developing success criteria with the teacher;

  – practise applying criteria as they develop their assessment skills;

  – compare their work with a model.

After Viewing
Activity 4 What role do samples play in your instruction? What new learning opportunities might result for both you and your students from using samples/exemplars for the purposes listed above?

Purpose	Current Usage	New Opportunities
Model the application of criteria for students		
Inform teachers' professional judgement		
Generate ideas when collaboratively developing success criteria		
Develop assessment skills by applying criteria		
Compare work with a model		
Share with other teachers a common understanding of criteria for evaluation		

Extending the Learning

Activity 5 Chappuis (2009) suggests that teachers either find or create samples that exhibit "one or more problems that you want students to begin noticing and correcting in their own work". As you begin to "grow" your collection of samples, consider the following:

- Use anonymous samples. Remove student identification from the work.
- Don't limit samples to pencil-and-paper products. Video recordings of performances such as a volleyball serve or a speech also provide valuable evidence of learning (Andrade & Valtcheva, 2009).
- Identify and share the purpose for using the sample and the criteria to be assessed.
- Collect samples that show a range of performance on specific success criteria. By giving students samples of stronger and weaker performance, you enable them to continue refining their understanding of the criteria.
- Devise a strategy for gathering and storing quality samples to meet the different purposes of assessment.

Activity 6 Samples of student work can be used to help teachers develop a common understanding of the significant criteria in student performance. Teacher moderation is one way for teachers to clarify and share among themselves what constitutes quality work. It has been shown that when teachers examine student samples using established criteria they learn to create high-quality assessments and bring greater clarity to understanding goals and criteria (Stiggins & Dufour, 2009).

Self assessment can be useful in any subject. If students produce it, they can assess it; and if they can assess it, they can improve it.
Andrade (2007)

For more information, see Literacy and Numeracy Secretariat, *Teacher Moderation: Collaborative Assessment of Student Work* (2007), available at: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf.
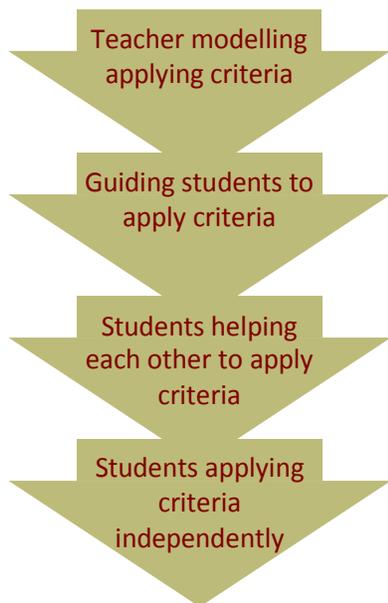
Consider the following questions when reflecting on and discussing teacher moderation:
- How can teacher moderation inform and improve teachers' use of samples in the classroom?

- What opportunities exist in my current position to engage in teacher moderation? Who do I need to talk to? What supports will be needed?

B. Providing Guidance as Students Apply Criteria (3:23–5:08)

As students begin to apply criteria to anonymous samples and other work, they assume greater responsibility for their learning.

Teacher modelling applying criteria

Guiding students to apply criteria

Students helping each other to apply criteria

Students applying criteria independently

Teachers gradually release responsibility to students – they move from:
- modelling applying the criteria,
- to guiding students in applying the criteria,
- to having students apply the criteria together
- and ultimately apply them on their own.

At each stage, students require feedback, support, and practice as they become increasingly assessment literate. Pearson and Gallagher (1983) note that "'guided practice', the stage in which the teacher gradually releases task responsibility to students," is the most critical stage. Students benefit when teachers provide guided instruction where necessary, as well as timely, descriptive feedback on the quality of their self-assessment.

After Viewing

Activity 7 Reflect on your approach to teaching self-assessment skills:
- Are you deliberate and explicit in teaching these skills?
- Does your practice integrate a gradual-release model?
- Is guidance and instructional time given to students in each stage of the model?
- Do you differentiate and/or scaffold based on student readiness?

…effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners.
Graves & Fitzgerald (2003)

Extending the Learning

Activity 8 When planning your next cycle of learning, identify an assessment skill you wish to target (e.g., giving descriptive feedback). You can embed the practice together with a gradual-release approach in your lesson planning. Move progressively through each of the four phases (i.e., teacher modelling, guided instruction, shared practice, and independent practice), monitoring students' progress along the way and differentiating for the diverse needs of each learner.

C. Supporting Students in Peer Assessment (5:09–6:26)

Sentence starters and prompts can increase a student's confidence and comfort when giving feedback to peers. Prompts provide the descriptive language and ensure that students have the appropriate focus when assessing work.

After Viewing

Activity 9 Developing sentence starters can support students as they begin to apply success criteria. Here are some suggestions that have been co-developed by the teacher and the students. There may be others you can develop with your students.

What was done well	What can be improved	Next steps for improvement
You did a good job when you … You are strong at … Something you did well was … You are good at … I like the way you … Another thing you did well was … You're getting better at … One thing you do well is …	You could work harder on … I could get some help with … You could get better at … You seem to be having trouble with … The criteria you have missed are …	Would you consider changing … A next step for you could be … The next time you could … Do you think you could … Would you consider adding … Something you could work on next time is …

Extending the Learning

Activity 10 Invite your students to construct sentence starters related to a long-term learning goal (e.g., the writing process, problem solving, critical thinking, collaborative inquiry, or scientific investigation). Identify prompts that address strengths, improvements, and next steps related to the particular learning goal, and have students construct one or two additional prompts linked to a strength, improvement, and next step.

Prompts for selecting problem-solving strategies		
Done well	Improvement	Next step
You used a number of strategies to solve the problem like … (list specific strategies)	Another strategy could be … (working backwards, logical reasoning …)	You may want to try using …(a model, picture, diagram)

D. Promoting Independence with Self-Assessment Tools (6:27–8:39)

As students reach the independent stage, assessment templates, checklists, and rubrics in student-friendly language facilitate students' responsibility and ownership for assessing and monitoring their learning. The templates used by students and teachers in this video are provided in *Appendix E: Sample Self-Assessment Tools*.

After Viewing

Activity 11 Reflect on how you might differentiate instruction to support those students requiring more practice to build their assessment skills. For example:
- Identify and plan critical checkpoints in the gradual-release process to monitor self-assessment competence and skill before proceeding to the next stage.

- Develop and use criteria checklists, rubrics, and other templates collaboratively with students to nurture common understanding of success criteria that supports self-assessment.
- Use strategies that provide information about students' self-assessment skills as well as the opportunity to give them feedback (e.g., an exit card in combination with traffic-lighting).

Extending the Learning

Activity 12 Consider co-constructing a rubric with your students, using success criteria for a particular assessment task.

- Begin by identifying the learning goals and success criteria.
- Ask students to identify and distinguish qualifiers for a high and low level of performance.
- In pairs, have them apply the rubric to strong and weak samples.
- Once they have done this, discuss and revise the rubric as a class.
- Ask students to devise the descriptors for an adequate performance.
- Engage students in the co-construction of a rubric for levels 1 to 4.

Segment 4 **Feedback on Self and Peer Assessment**

Students learn self-assessment by doing; teachers help students develop their assessment skills by using a "gradual-release" approach. Once students and teachers have developed criteria and have practised applying them to student performances, the stage is set for students to try self and peer assessment.

> *If students receive specific feedback often and regularly, it enables better monitoring and self-regulation of progress by students.*
> *Nicol & Macfarlane-Dick (2006)*

In this segment, teachers focus on developing students' self-assessment skills by giving students feedback on the quality of their self and peer assessments. Teachers need to be explicit in developing assessment literacy. Taking time and effort, both at the beginning and during the learning, to model, instruct, practise, and give feedback on students' self-assessments is essential. While progress may appear to be slow and incremental at first, students quickly move towards independent practice with appropriate guidance and support.

Key Questions
Why is teacher feedback on self and peer assessments crucial to development of self-assessment knowledge and skills?
What assessment strategies and tools help students to develop improved metacognition, self-regulation, and independent learning?

What's in This Segment?
A. Feedback on Peer Assessments (0:48–8:06)
Peer assessment is an ideal way to develop students' assessment skills. As students give feedback to one another, teachers can provide feedback on the *quality* of the information that is being shared. In essence, teachers give feedback on students' feedback. Students become increasingly confident and competent in giving descriptive feedback linked to the success criteria.

After Viewing
Activity 1 The teachers in the video are developing students' self-assessment skills by giving them feedback on the quality of their feedback. Develop some criteria for giving effective feedback, to be used by teachers and students when giving and receiving feedback. To get started, review the following video clips in which teachers are observing students involved in assessment, and then giving feedback on the quality of feedback: (2:52–3:16); (4:10–4:26); (4:27–5:09); (5:21–5:47); (5:48–6:37); (6:51–8:06).

Points to consider might include the following:
- What information does the feedback contain? (what was done well, what needs improvement, next steps; specific examples drawn from the work or performance)

- What is the focus of the teacher's feedback? (feedback is linked only to the success criteria; comments are prioritized to address aspects of work that need the most significant improvements)
- How is the feedback expressed? (student-friendly language, clear, specific)
- What is the tone of the feedback? (positive, constructive, helpful)

Extending the Learning

Activity 2 Choose an assignment you might normally correct yourself. Together with your students, identify and agree upon some of the success criteria. Ask students to focus on just *one part* of the assignment and have them peer-assess the work of an elbow partner using the criteria. Instruct students to indicate whether each criterion has been met or needs further attention. While students are engaged in the assessment task, gather evidence and give oral feedback to the students on the quality of their assessments.

This activity can be modified by adding additional criteria, asking students to give evidence from the assignment to support their peer assessments, or requiring students to suggest a next step where criteria have not been met. Afterwards, discuss with students what they learned about the task, and about the process of assessment, and give group feedback on the quality of their assessments.

B. Feedback on Self-Assessments (8:07–10:43)

Students can apply the same assessment skills to assess their own work. Teachers support self-assessment by providing students with opportunities to self-assess, and by giving them timely feedback on the quality of their self-assessment. The following video clips show two strategies – use of exit cards and portfolios – that help students develop their self-assessment skills.

i. Using an exit card (8:07–8:53)

An exit card is a simple way to engage students in self-assessment. Strategic questions or prompts linked to the learning goal(s) encourage students to think about their learning, and to make their learning visible. The questions or prompts can identify challenges and/or target improvements. Teachers can use the information gathered using this assessment tool to guide and differentiate instruction, to determine how well students are self-assessing, and to identify where they still need support.
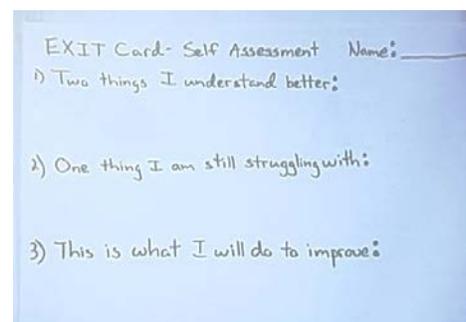
Exit cards may elicit different responses. The following examples of exit cards are adapted from Angelo and Cross (1993):

The Minute Paper	**My Muddiest Point**
What was the most important thing you learned today?	What is the "muddiest point" in our lesson today? What are you unclear about?
What questions do you still have?	

After Viewing

Activity 3 Think about a current or upcoming learning cycle. Identify the learning goals and design an exit card to have students self-assess their progress at a critical point(s) in the learning.

- How can you use this information to inform your planning?
- Do the students' self-assessments align with your assessment of their progress?
- Are there students with whom you might conference? Are there some who require additional support?

Extending the Learning

Activity 4 Select an upcoming task or assignment. Co-construct criteria with students, and ask them to self-assess their work using the criteria. You might have them use two different coloured highlighters, one to identify evidence that they have met a criterion and the other for improvements that need to be made.

> *Student self assessment is crucial for feedback to be used effectively. Students are the ones who must ultimately take action to bridge the gap between where they are and where they are heading.*
> *(Sadler, 1989)*

Have them pair up and ask their partner to provide feedback on their self-assessments. Does the evidence highlighted in the work relate to the selected criterion? Ask partners to give oral and/or written feedback about the quality of the self-assessment.

While students are engaged in this activity, gather feedback about the students' assessment skills, and then give oral feedback to the class, focusing on patterns that emerge from your observations.

Activity 5 "Find and Fix" is a strategy teachers can use to introduce students to self and peer assessment. Direct students, working in pairs, to focus on *one* success criterion related to the performance task. Have them "find" a specific improvement linked to the criterion and "fix" it. Students share their assessment with a feedback partner and discuss any differences. This activity is easily modified by increasing the number of criteria, improvements, and feedback partners. Having multiple corrections in a given sample enhances the value of the exercise.

ii. Using portfolios (8:54–10:43)

> *A portfolio is a purposeful collection of student work that tells the story of the student's effort, progress, or achievement in a given area(s). The collection must include student participation in selection of portfolio content; the guidelines for selection; the criteria for judging merit; and evidence of student self-reflection (Arter & Spandel, 1992).*

Portfolios can optimize the instructional and assessment benefits of self-assessment. Engaging students in gathering evidence, giving feedback, and communicating their learning encourages students to take responsibility, own their learning, and monitor their progress. As students practise self-assessment, self-reflection, goal setting, and self-regulation, they learn faster, better, and eventually independently.

When using a portfolio to demonstrate and communicate their learning, students:

- know the purpose of the portfolio and the learning goals that will be the focus of the portfolio;
- select samples of their work that show progress over time on achieving the goals;
- reflect on what has been learned, and what's next in the learning;
- share information with teachers and parents to communicate the student's learning.

After Viewing

Activity 6 Work with a colleague (where possible) to plan using a portfolio strategy to meet a long-term learning goal (e.g., related to mathematical inquiry, investigative practices, the writing process). Begin small by limiting the portfolio to one curriculum area and a clear purpose. The assessment and instructional value is realized when students are involved in determining the purpose, the design, the selection criteria, and the selection of artefacts, and in judging merit and engaging in self-reflection. Portfolios should include a variety of tasks and artefacts that demonstrate the full range of learning and provide a complete picture of the progress over time.

Prompts to guide students' self-assessment:	Prompts to guide students' thinking about a specific artefact that could be completed and filed in the portfolio:
- I need to get better at … - Evidence I will need is … - I plan to improve by … - The support I will need is …	- My learning goal was … - I chose this piece because … - It demonstrates my progress in … - A next step for me is … - My new learning goal is …

Extending the Learning

Student-led conferencing captures the full assessment, instructional, and communicative value of self-assessment. As with self-assessment, students need to receive explicit instruction about their role in conferencing. Modelling by the teacher is an effective way to show students what is required.

Students can prepare for their conference by reviewing the learning goal(s) and organizing the evidence (artefacts) that demonstrates their progress. Students need to be prepared to:

- identify their strengths;
- demonstrate and justify progress towards the learning goal(s) over time;
- prioritize those challenges that identify next steps;
- include specific actions to address challenges;
- set individual learning goal(s) to achieve next steps;
- develop an action plan.

Self-reflection develops students' ability to think about their thinking (Rolheiser, Bower, & Stevahn, 2000) and learn about their learning. The selection of their evidence and the justification of their choices provide further opportunities to develop and practise their self-assessment and self-regulation skills.

Activity 7 To get started with student-led conferencing, model the process for your students. Select an anonymous portfolio of student work samples, and use the following prompts to guide the conference:

- Describe the process you used to complete the task.
- What was your response to feedback from teachers and peers? How did it help you improve your work?
- What makes this piece your most effective piece and how is it an improvement over an earlier piece?
- What have you learned? What is next in your learning?
- How does this work relate to your long-term learning goal?

Keeley (2008) suggests using a 3-2-1 strategy to scaffold students' reflections about key learning, using prompts such as the following:

- Three things I have learned …
- Two things I am struggling with …
- One thing that would help me is …

Segment 5 Setting Goals and Developing a Plan

As students become skilled at assessing their progress towards achieving learning goals, they are able to make decisions about where to go next in their learning. Teachers help students, through instruction, modelling, and guidance, to:

- generate individual learning goals based on next steps;
- develop specific action plans;
- record their goals and action plans;
- monitor progress towards carrying out the plan and achieving their goals.

Self assessment asks students to make choices about what to focus on next in their learning. When students make choices about their learning, achievement increases; when choice is absent, learning decreases.
(Davies, 2008)

Key Questions
How is individual goal setting guided by curriculum learning goals, success criteria, and descriptive feedback?
How does goal setting improve learning and develop independent learners?

What's in This Segment?
A. Setting Individual Learning Goals (0:48–6:09)
Students use the specific feedback from teacher, self, and peer assessments to make improvements and determine next steps. Areas for improvement and next steps identified in the feedback lay the foundation for short- and long-term individual learning goals.

Teachers play a critical role in teaching goal setting. They can:
- model writing goals;
- guide students in writing goals;
- give specific feedback on their goals;
- record the specific actions to achieve them;
- follow up and monitor students' progress towards achieving the goals.

After Viewing
Activity 1 Review the following clips: (2:05–2:13); (3:12–4:47); (5:27–6:09). Identify how the teachers are explicitly guiding and coaching students to develop goals and make a plan.

Extending the Learning
Students need guidance in setting appropriate and attainable goals. The acronym "SMART" contains criteria for setting effective goals. The SMART goal process is used in many contexts; for more information about its use in improving learning, see *The Power of SMART Goals* (O'Neill & Conzemius, 2006).

A SMART goal is:

S	specific, significant	• clearly articulates the knowledge and skills identified in the feedback as needing improvement
M	measurable, meaningful	• describes specific actions or steps that enable the student to measure progress and determine whether the goal has been achieved
A	action-oriented, achievable	• sets out actions that the student can take to achieve the goal
R	realistic, relevant, results-oriented	• contains an appropriate balance between being challenging and being attainable, given available resources, student readiness, etc.
T	timely	• sets out a reasonable time frame for achieving the goal; identifies checkpoints along the way

Post a chart with the above criteria (or develop your own class criteria) for writing goals in the classroom and encourage students to refer to it when writing or assessing their individual learning goals.

Activity 2 Revisit an anonymous sample that you have previously used with students for modelling or practising applying criteria. Ask students to look at the feedback given on the work, and to identify a significant area for improvement and the next steps.

Model writing a goal using this information. Emphasize for students how the goal meets the SMART criteria.

Activity 3 Using an assessment task students have recently self- or peer-assessed, ask students to write a learning goal using the process modelled by the teacher (see Activity 2). Remind them to focus their goal by identifying and prioritizing a criterion that has not been met. The teacher might conference with students individually or in groups on the suitability and quality of their learning goals.

Activity 4 Feedback partners can be used in variety of ways to address the demands of providing feedback on learning, on the quality of students' assessments, and on students' goals. Students who are quick to learn the assessment knowledge and skills can support and promote a differentiated response to helping peers develop self-assessment skills. The role of feedback partners is to work collaboratively with their partner to support and improve learning. Teachers and students should co-construct appropriate protocols for these student interactions.

A partner is one who:
  • has a relationship of trust;
  • shares assessment knowledge and skills;
  • gives descriptive feedback linked to criteria;
  • guides and supports next steps and goal setting;
  • helps monitor progress towards the goal.

Ask students to work with their feedback partners to provide feedback on their individual learning goals, using the criteria that are posted in the classroom.

B. Promoting Student Self-Reflection (6:10–12:36)

Exit cards, checklists, feedback logs, and learning journals are assessment tools that promote self-reflection and activate students' metacognitive skills. When students reflect on how they are thinking and learning, they can be guided by three questions:

- Where am I now in my learning?
- Where am I going?
- How do I get there? (Black & Wiliam, 2009)

By explicitly teaching students how to set appropriate goals as well as how to assess their work realistically and accurately, teachers can help to promote this upward cycle of learning and self-confidence.
Ross (2006)

Teachers play a critical role in developing student self-regulation. Providing greater choice and differentiating for learning preferences helps students move to independent learning.

After Viewing

Activity 5 In the clip on self-reflection (8:16–11:03), teachers use a variety of guiding questions to have students reflect on their learning. Working individually or with colleagues, reflect on your own learning about self-assessment:

- What is one thing you learned?
- What successes did you experience?
- What are the challenges you faced?
- What strategies helped you learn?
- What would you do differently next time?

Activity 6 Finding the time to develop self-assessment skills can be a challenge for teachers. Review the clip from 5:10–6:10, and reflect on or discuss the following questions:

- What are these teachers doing to address this challenge?
- How might a "gradual-release" model reduce the demands on teachers?

You might also review the chart in Activity 11 (Segment 2), which provides some strategies regarding time challenges relating to co-constructing success criteria.

Extending the Learning

Activity 7 Logs and journals are practical tools to engage students in meaningful metacognition. Sample 4, Appendix E, provides a variety of prompts to guide students while engaged in self-assessment, self-reflection, and making selections about portfolio entries. Select one that is appropriate for where your students are in the teaching–learning cycle and try it. Use the questions in Activity 5 to reflect on the benefits and challenges of the selected strategy.

APPENDIX A **My Self-Assessment Practices**

Consider each of the following statements, and indicate R (Rarely), S (Sometimes), or U (Usually).

A. Planning for Self-Assessment	R	S	U
I identify incremental learning goals, based on the overall and specific expectations, which describe in student-friendly language what students are to know and be able to do.			
I identify the criteria for successful achievement of the learning goals, and plan how to develop and/or share those criteria with the students at or near the outset of the learning.			
While planning, I look for critical points in the learning where my students will give and receive feedback through self and peer assessment.			
I plan purposeful observations of my students' peer assessments so I can give them feedback on the quality of their feedback.			
I plan conferences with students, individually and in small groups, so I can give them feedback on the quality of their self-assessments.			
B. Developing Students' Understanding of the Success Criteria	R	S	U
I share learning goals and success criteria with students at or near the outset of a learning cycle.			
I explicitly make connections between the purpose of a task and the learning goal(s).			
I involve students in co-constructing success criteria for all significant learning tasks.			
I provide models and exemplars to show what successful learning looks like.			
I have students generate ideas about criteria through discussion and brainstorming.			
C. Working with Criteria	R	S	U
I model, for my students, applying criteria to improve a product or performance.			
I analyse samples and exemplars with students to develop their understanding of the success criteria.			
I have students apply the success criteria to their learning tasks in order to provide feedback to peers, and to self-assess.			
I ask students to practise looking for evidence of one or two criteria in a sample task.			
I provide students with assessment tools that help them assess (e.g., checklists, exit cards, concept maps) and reflect on (e.g., learning logs, response journals)			

their learning.			
I involve students in developing assessment tools to assess and reflect on their learning.			
I encourage students to continuously think about the criteria for success, and to look for the criteria in their demonstrations of learning.			
D. Teaching Students about Self-Assessment	R	S	U
I observe students while they are giving each other feedback in peer assessment.			
I provide feedback to peers on the quality of their feedback to each other.			
I engage students in self-assessment tasks (e.g., responding to prompts about learning).			
I assess the validity and reliability of students' self-assessments and give feedback to them on what they are doing well, what needs improvement, and how they can improve.			
I engage students in learning conversations about the similarities and differences in teacher feedback, self-assessments, and peer assessments.			
E. Developing Students' Goal-Setting Skills	R	S	U
I ask students to reflect on their learning and thinking *while* learning.			
I help students monitor and record their progress towards their learning goals (e.g., using a feedback log, maintaining a goal record).			
I have students gather and organize evidence of their learning over time (e.g., using a portfolio).			
I ask students to develop concrete, incremental next steps in their learning based on feedback.			
I explicitly teach students how to set effective learning goals for themselves based on feedback.			
I provide students feedback on the quality of their learning goals.			
I have students develop specific action plans to achieve their individual goals.			
I provide time and opportunity for students to monitor their action plans.			

APPENDIX B **My Learning Plan**

After completing *Appendix A: My Self-Assessment Practices*, use this template to develop a learning plan. Begin with small steps and build gradually and progressively on your successes as you and your students become comfortable with the practices. Continue to use *Appendix A: My Self-Assessment Practices to* inform your learning plan as your learning progresses.

1. What is the immediate next step you have identified?	
2. What do you need to know more about?	
3. What specific actions will you take to get there?	
4. What specific support will you need?	
5. What evidence will you look for to demonstrate growth and progress in your learning?	
6. How does your plan involve shifting responsibility for learning from you to your students?	
7. How will you model the knowledge and skills involved in self- and peer-assessing in your learning and practice?	

APPENDIX C **Self-Assessment Quotations**

Teachers who make a serious commitment to learning about self-assessment and teaching these techniques to their students can plausibly anticipate enhanced student motivation, confidence, and achievement. (Ross, 2006)

If formative assessment is to be productive, pupils should be trained in self-assessment so that they can understand the main purposes of the learning and thereby grasp what they need to do to achieve. (Black & Wiliam, 1998)

Co-constructing criteria changes the teaching and learning environment. Having criteria results in more students being engaged and learning at higher levels. (Davies, 2008)

Pupils can only achieve a learning goal if they understand that goal and can assess what they need to do to achieve it. So self-assessment is essential to learning. (Black et al, 2003)

The alignment of teacher and student assessments is higher when students have been taught how to assess their work. (Ross, 2006)

Self assessment can be useful in any subject. If students produce it, they can assess it; and if they can assess it, they can improve it. (Andrade, 2007)

… effective instruction often follows a progression in which teachers gradually do less of the work and students gradually assume increased responsibility for their learning. It is through this process of gradually assuming more and more responsibility for their learning that students become competent, independent learners. (Graves & Fitzgerald, 2003)

If students receive specific feedback often and regularly, it enables better monitoring and self-regulation of progress by students. (Nicol & Macfarlane-Dick, 2006)

Student self-assessment is crucial for feedback to be used effectively. Students are the ones who must ultimately take action to bridge the gap between where they are and where they are heading. (Sadler, 1989)

Self-assessment asks students to make choices about what to focus on next in their learning. When students make choices about their learning, achievement increases; when choice is absent, learning decreases. (Davies, 2008)

By explicitly teaching students how to set appropriate goals as well as how to assess their work realistically and accurately, teachers can help to promote this upward cycle of learning and self-confidence. (Ross, 2006)

Appendix D **Suggested Reading**

Chappuis, J. (2009). *Seven strategies of assessment for learning*. Portland, OR: Educational Testing Service.

Chapter 4, "Self-Assessment and Goal Setting", provides research-based information about self-assessment and the impact on student learning, as well as numerous and varied templates and "quick self-assessment ideas" for students at every grade level.

Literacy and Numeracy Secretariat. (2007). *Student self-assessment*. Capacity Building Series. Toronto: Ontario Ministry of Education. Available at http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/StudentSelfAssessment.pdf

Special Edition #4 in the Capacity Building Series provides a brief but comprehensive overview of self-assessment. It defines related terminology, provides an overview of the research, and outlines a process for getting started with self-assessment. The article also describes seven tools and strategies to engage students, and sets out a "Growth Continuum for Teacher Reflection" on self-assessment.

Moss, C. & Brookhart, S. (2009). *Advancing formative assessment in every classroom: A guide for instructional leaders*. Alexandria, VA: Association for Supervision and Curriculum Development.

Chapter 5, "Helping Goal-Setters Become Active Goal-Getters: The Role of Student Self-Assessment", identifies and dispels common misconceptions about self-assessment; explains the connection between self-assessment and motivation to learn; provides specific strategies for teaching students the skills of self-assessment; and sets out a process for modelling self-assessment in professional learning.

Ross, J. A. (2006). The reliability, validity, and utility of self-assessment. *Practical Assessment Research & Evaluation*, *11*(10), 1–13. Available at http://pareonline.net/pdf/v11n10.pdf

This article "reviews research evidence on student self-assessment" and makes connections between self-assessment, consistent results, and improved achievement. It highlights concerns that teachers may have about student self-assessment, and promotes the idea that these concerns can be alleviated by teaching students the skills of self-assessment.

Western and Northern Canadian Protocol for Collaboration in Education. (2006). *Rethinking classroom assessment with purpose in mind*. Winnipeg: Manitoba, Citizenship and Youth. Available at http://www.wncp.ca/media/40539/rethink.pdf

Chapter 4, "Assessment as Learning", situates self-assessment as a component of assessment *as* learning. It describes the teacher's role in ensuring that students develop the knowledge and skills to monitor their learning, and provides a classroom example.

Appendix E **Sample Self-Assessment Tools**

Sample 1

List the criteria in the left column, using one row for each group of indicators. Record a √ or X in the appropriate column to indicate whether the criteria have been met. Use the column marked "Feedback" to record peer or teacher feedback, or next steps.

Success Criteria	√	X	Feedback/Next Steps

Sample 2

List the criteria in the left column. Apply the criteria to your work and identify a strength(s) and up to three improvements. For each improvement, decide what you will do next, and record in the space titled "Next Step". Once you have taken action, record what you did to improve in the space titled "Action Taken".

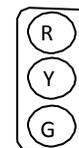| Success Criteria	Strength(s)	
	An area for improvement	**Next Step**
	An area for improvement	**Next Step**
	Action Taken:	

Sample 3 (example from video)

Learning Log

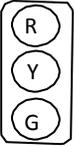| Aboriginal Art Writing Response	**Learning Goal**: I will be able to use precise and descriptive vocabulary to communicate a clear and interesting message.	I have many questions. Please see me. (R) I have some questions. (Y) I have a good understanding. (G)

My assessment *Have I …*	**Peer assessment** *Did your classmate complete the criteria? What was done well? What next steps do you suggest?*	**Teacher feedback** *What was done well? What next steps do you suggest?*	**Self-reflection/follow-up** *Describe what action you took based on feedback. What follow-up questions or comments do I have?*
Communication What – A description of what I drew/created in my art Why – Why I chose to do this idea/topic Gives reasons Makes connections Relating to self How – Describes the steps taken to create this piece			
Vocabulary Uses vocabulary from our Aboriginal People unit Uses exact language (non-repetitive, each point being made once) Uses descriptive, interesting words			

Sample 3 (blank)

Learning Log

Learning Goal:		I have many questions. Please see me. I have some questions. I have a good understanding.	R Y G
My assessment *Have I …*	**Peer assessment** *Did your classmate complete the criteria? What was done well? What next steps do you suggest?*	**Teacher feedback** *What was done well? What next steps do you suggest?*	**Self-reflection/follow-up** *Describe what action you took based on feedback. What follow-up questions or comments do I have?*

Sample 4
Prompts for Learning Logs and Response Journals

Prompts to guide students' self-assessment:
- I need to get better at …
- Evidence I will need is …
- I plan to improve by …
- The support I will need is …

Prompts to guide students' self-reflection:
- What is one thing you learned?
- What successes did you experience?
- What are the challenges you faced?
- What strategies helped you learn?
- What would you do differently next time?

Prompts to guide students' thinking about a specific artefact that could be completed and filed in the portfolio:
- My learning goal was …
- I chose this piece because …
- It demonstrates my progress in …
- A next step for me is …
- My new learning goal is …

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