**Teaching Students to Assess and Reflect**

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| **Criteria** | **Clarification** | **Learning and Assessment Possibilities** |
| **Establish criteria** | This means students are able to independently explain the criteria for success on any given learning experience. In order to do this, students will have to develop a strong understanding of how learning looks and sounds as related to the outcomes. Some criteria examples: Concise, colourful, supported with evidence, reduced to simplest form. | * While discussing an upcoming learning experience, the teacher invites the students to write/state/find examples of criteria for success. * Students work in pairs and generate possible criteria. They then select the top three needed to produce a strong product. * Students brainstorm/journal/videotape/ describe the qualities of effective outcome demonstration. * Students locate exemplars of various degrees and justify their choices based on criteria. * Students explain/ draw/ act out what is expected of them and why this is an expectation. |
| **Identify successes** | This means students can examine their work, thinking, products, and actions and be able to identify the things that went well. They can use specific examples to justify their opinions. | * Students take a product that is either in development or is completed and list the things they feel they did well on the bottom of the rubric. They then identify place in their work that show this strength. * Students take pictures of themselves/ each other while performing/ demonstrating an outcome and identify the best parts. * Students highlight questions/sentences in a certain colour to indicate strength. * Students identify successes in various examples and support their ideas with evidence. * Students watch videos and explain which actions/ conversations/ products are successful and why. * Students can respond to “I am proud of…because…” |
| **Set goals** | This means students can identify areas needing work, improvement or enrichment and set tangible goals for the future. They can justify their reasons for choosing the goal and can specifically explain how that goal will lead to future success. This means they understand the criteria for success and can explain how they will monitor their growth. | * Students highlight questions/sentences/sections needing improvement or enrichment and choose one or two areas of focus for the next attempt. * Students discuss aspects of a past learning experience they found challenging and identify how they would approach the same task/ experience differently next time. * Students identify more than one aspect of their learning they would like to improve and can narrow a focus to a goal or goals, explaining how their goals will improve more than one area of learning. * Students videotape a performance and use it to illustrate a goal choice. * Students use the criteria they have identified/ been given and circle one to focus on for growth. They can explain how success/ growth/ learning will look and sound. * Students design ways of tracking their goals (charts, graphs, checklists) and can explain how they will know when they are approaching their goal/ when it is time to set a new goal. |
| **Take steps toward goals, plan strategies** | This means students can independently suggest the ways they will work to meet their goal(s). Their strategies are sequenced, specific and attainable. They can clearly explain why their chosen strategy(ies) will lead to growth. They can also identify necessary supports. | * Students brainstorm all the ways a goal could be reach and choose two they will try. * Students number the steps that lead to their chosen goal. * Students create a picture/collage/storyboard identifying the parts/ steps needed to achieve the goal. * Students develop a contract with themselves to reach a goal and get support people to co-sign it. * Students verbally answer, “How will you make this better/ more interesting/ stronger?” (outcome dependant) * Students choose strategies from a pile/list that matches their goal. * Students interview someone with a similar goal and discover how that person achieved it and then develop their own plan. |
| **Respond to feedback** | This means students actively acknowledge and listen to feedback, make decisions about the feedback they have received and apply the feedback to improve/ enhance their thinking/work/product/actions. They can then explain their decisions relating to feedback with specific reasons (why they chose to make changes or adaptations and why they did not.) | * Student asks how to improve or increase learning and applies feedback to ongoing learning. Growth is tangible. * Students take feedback offered to them and write their intended response(s) next to it, with reasons explaining their choices. * Students describe in a journal/ on a video/ in a dialogue how they responded to feedback, how it relates to criteria and how they feel it affected their learning/ work. * Students reflect back what they heard (feedback) and then verbally respond to the person offering the feedback (respectfully). * Students highlight the changes they made, based on feedback they received. * Students write/ speak about the impact of feedback on their learning. They give specific examples. * You observe students responding to feedback by doing additional research, seeking the opinions of others, editing and revising, and practicing. |
| **Give feedback** | This means students can offer feedback to others respectfully and with clarity. They reference criteria for success and ask questions that will guide the recipient to reflect on their product/ learning/ processes. They suggest strategies when applicable and avoid judgemental statements. They understand the difference between feedback and advice. | * Students identify areas needing reflection with a highlighter (they do not make the changes). * Students write a response to something they have seen/read/heard. * Students work with a list of criteria/rubric and underline the ones needing attention and the ones which show strength. * Students create a video describing how to give effective feedback. * Students practice using prompts like, “I saw…”, “I noticed…”, “I wonder…” * Students “give feedback” to famous authors, speakers, textbook writers. * Students watch videos and record feedback relating to the video. * Students choose feedback from a list, as they feel it applies to what they are seeing/hearing/viewing. |