# What do my students know and understand about assessment?

Students need to be skilled assessors of their own learning and be able to use or participate in a range of assessment approaches suited to subject, context and purpose.

If you are enabling your students to maintain their agency in assessment, your students should be able to give good answers to the questions below. Can they?

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|  | Average faceSad faceSmiley face |
| I know that the main purpose of any assessment is for learning. |  |
| I can assess my progress on a day-to-day basis, using success criteria to compare with my actual achievement and to identify my next learning. |  |
| I can produce and describe evidence of my learning. |  |
| The teacher always involves us in decision-making about as many aspects of class assessment as possible. We know the purpose, the timing, the content (as much as possible), and the assessment criteria. |  |
| Assessments are explained by the teacher in terms of the explicit learning intentions of the lesson, the work we have covered or the big ideas of the curriculum. |  |
| I understand the information that I get from assessments. |  |
| Feedback from assessments gives me reliable information about my progress that I can act on. |  |
| Assessment information is given back to me promptly to inform my next steps in learning. |  |
| The teacher gives us time in class to act on feedback from assessments. |  |
| The teacher supports me to improve on the results of my assessments. |  |
| I know how my progress compares with school and national norms, where there are norms available. |  |