SELF ASSESSMENT

*A journey to empowering students with their learning*



***Teaching students to self-assess***

1. Start with Defining self-assessment
* What is it?
* Use student friendly language.
1. Discuss with students – why we do it?
* The purpose of self-assessment i.e. how does this help us to be a great or powerful learner?
* That it is not about right and wrong – it’s about learning and improvement.
1. Model the process of self-assessment, making deliberate links to a poster you have created. This is so students are able to follow a process by themselves when they are at the independent stage of self-assessment. (see number 7 below)

***Modelling self-assessment to students***

1. Quickly review steps 1 and 2.
2. Go over step 3 a couple of times, using your

model or a piece of student work.

***Modelling self-assessment with student help***

1. Quickly review steps 1 and 2.
2. Model self-assessment with student support
* Read the LI and SC together.
* Read SC 1.
* Model how to find evidence for SC1.
* Model how to make a decision/judgement for SC1 e.g. ☺☺☺ or ☺☺ or ☺
* Perhaps create a poster of what each of the judgements mean.
* Read SC2.
* Tell students to find evidence of SC2 in their work. Have them talk to their buddy about the evidence they’ve found.
* One student comes up and highlights the evidence of SC2.
* Ask students in pairs to decide what they would give this piece of work.

☺☺☺ or ☺☺ or ☺



* Repeat the above process for all SC.

* Explain/scaffold students to read the self-assessment – what does it tell them? Where were you successful? What improvement do you need to make? What might you need help with?
* Model with students how to make a change to their work based on what the self-assessment tells them.

***Scaffold students with self-assessment***



1. Quickly review steps 1 and 2.
2. In a small group, scaffold students with self-assessment
* Direct them to read the LI and SC by themselves (in their heads).
* Direct them to go through the above bullet points in Step 7, monitoring them as they go.

***Students independently self-assess***

1. By themselves
* Students follow the self-assessment process you have been modelling and scaffolding them through. It is a routine step in the writing process. Students know they are expected to self-assess when they finish their writing.
1. Use a prompting card to remind them to self-assess their writing during the writing process.



