How good are the SELF-ASSESSMENT practices in your classroom?

**Self Assessment**

**Self Assessment**

**Self Assessment**

**Self Assessment**

**Self Assessment**

Barbara-Anne Alexander 2015

|  |  |
| --- | --- |
| **STRATEGY** | **Self-assessment**  Sad faceAverage faceSmiley face |
| My students understand the purpose of self-assessment. |  |
| I have taught my students how to self-assess and have modelled the process regularly or as needed. |  |
| My students have access to the learning intention, success criteria and example when they self-assess. |  |
| I provide opportunities for my students to self-assess. |  |
| Success Criteria are clear so that students are able to use them to self-assess. |  |
| My students are able to routinely assess their work against the success criteria |  |
| My students are able to identify where they have been successful. They can highlight or identify this evidence in some way. |  |
| My students are able to identify where they have not met the success criteria. |  |
| My students are able to use their evidence to made a judgement on each success criterion. |  |
| My students are able to identify a place for improvement, and make the improvement independently of teacher direction. |  |
| My students are able to identify where they need to go next in their learning. |  |
| My students are able to talk about their self-assessment with me or other students. |  |

