How good are the FEEDBACK practices in your classroom?

**Self Assessment**

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| **STRATEGY** | **Self-assessment**  Sad faceAverage faceSmiley face |
| I have taught, modelled and scaffolded my students to initiate and lead feedback conversations with me. |  |
| Students are able to initiate and lead feedback conversations with me. |  |
| Students are able to talk about their self-assessment - they know what they have been successful with. They are able to show the evidence in their work. |  |
| Students are able to identify which success criteria they are finding tricky and need help with. |  |
| I usually give feedback on the success criteria established for that learning. |  |
| I consider the different level of prompts (e.g. reminder, scaffold, example) when giving feedback. I can give the right type of support for any particular student. |  |
| I give the right amount of feedback at the right time (not too soon, not too late, not too little, not too much). I know this because I check with the student. |  |
| I make sure students have the time and opportunity to act on feedback. |  |
| My students will read and act on the feedback they have received. |  |
| I affirm students when they’ve closed the gap by meeting success criteria. I make sure they know what the affirmation is for. |  |
| I know when to give students extra information or explanation to take them further in their learning (rather than over-questioning). |  |
| I know sometimes I need to have a deeper conversation with students to take them forward in their learning. I can recognise when this is necessary and can help them to explore their learning in greater depth. |  |
| I show students the bigger picture of their learning (e.g. matrices, wall displays, course overviews) which allows them to identify their next steps.  I use these resources to talk to students about their next learning steps. |  |
| I am able to apply the above capabilities in an oral context.  I am able to apply the above capabilities in a written context. |  |

