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. |  |

