

## Exploring Self-Assessment

### Learning Goal

This Conversation explores how self-assessment and goal-setting can be used most effectively to support student learning.

### Materials

The book, ***Knowing What Counts: Self-Assessment and Goal-Setting*** (Connections Publishing, Courtenay B.C. [www.connectionsublishing.ca](http://www.connectionsublishing.ca)) for each participant.

Three sentence strips (strips of chart paper) approximately 5 inches (13 cm) by 2 feet (60 cm).  
Thick markers for each small group.  
Sticky notes for each small group.  
Masking tape.

### Getting Started

Introduce the Conversation by noting that self-assessment and goal-setting are essential elements of learning. Participants will read about and discuss:

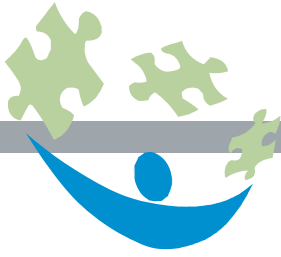
1. A variety of ways students can be involved in self-assessment
2. Research that supports self-assessment
3. Key reasons for goal-setting
4. Strategies for helping students choose realistic goals
5. Ways to communicate evidence that students are working towards their goals
6. A process for monitoring, supporting, and celebrating goals

Divide into small groups and distribute 3 sentence strips to each group.

Ask each group to brainstorm their questions related to self-assessment and goal-setting. Ask the groups to prioritize their top three questions, and write them on the strips.

When finished, ask one group to read aloud one question, then post it on the wall. Ask others with similar questions to read aloud their question and post in the same vicinity.

Invite a second group to read aloud a question and post in a second area. Ask others with similar questions to read them aloud and post in the same vicinity. Continue until all questions have been posted around the meeting room.



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### Getting Started (cont.)

Provide a brief oral overview of the book, ***Knowing What Counts: Self-Assessment and Goal-Setting*** noting that there are three kinds of self-assessment and two kinds of goal-setting ideas. Divide the large group into 5 small groups and assign readings as follows:

Pause-and-Think pp. 12-19  
Look-for-Proof pp. 19-28  
Connect-to-Criteria pp. 29-38  
Short-Term Goals pp. 39-42  
Long-Term Goals pp. 43-48

Ask groups to read with two purposes:

1. What ideas are useful to me in my context?
2. What information or ideas could help us respond to the questions that are posted?

### Debriefing the Learning

When participants are finished reading, ask them to review the ideas in their section with their group. Then, ask groups to provide responses to the questions posted earlier, using sticky notes to attach responses to the sentence strips.

### Taking Action

Ten minutes before the Conversation ends, ask participants to choose one idea they would like to try in their class or school. Invite them to record their goal and to tell someone their idea.

### Extending the Learning

1. Try your "one new idea". Keep track of what happens and record your thoughts. Reflect upon what worked, what didn't, and how you might change it next time.
2. Spend time reading other sections in the book and applying selected ideas.