

# SELF-ASSESSMENT PROTOCOLS

**Goal Setting #1** - During a project, each student is asked to select one to two learning targets that stand out as areas for improvement, and give self-feedback for each target, while referencing its success criteria, in each target's respective feedback row in the Progress Assessment Tool. Then, for each target, feedback and success criteria are used to create an improvement plan. This can be mapped out below each target's feedback on the Progress Assessment Tool, in an optional goal setting column inserted to the right of the feedback column, or on a separate form. Optionally, revisit improvement plans at a later point in time to gauge the level of success.

**Goal Setting #2** - During a project, after a considerable amount of feedback, give students time to analyze all of the feedback on their Progress Assessment Tool. Ask each student to compartmentalize the feedback into one of three categories: feedback that has been satisfied; feedback that needs satisfying, and the student knows what to do (action steps are recorded below the feedback in a goal-setting column or on a separate form); and feedback that needs satisfying, and the student doesn't know what to do (questions for others are also recorded). Afterward, give students time to start on their action steps while the teacher circles the room, taking care of questions that only require brief answers.

**Differentiated Lesson** - While students are in the middle of a lesson, which may or may not be connected to project based learning, and before they split off into centers, call their attention to the lesson's learning target and success criteria. Give them time to determine whether or not they can hit the target. Depending on the content, this task may be completed orally, mentally, on a digital discussion board, on a small dry-erase board, in a notebook, or on a worksheet. After this check for understanding, ask them to decide whether or not they require additional support. Differentiate the centers accordingly.

**Umbrella Question Journaling** - Journals can be created on paper or digitally, as long as each student has a designated location for the work. Throughout a project, students compose written responses to the project's Umbrella Question. Those responses should become more insightful as the project progresses. Schedule the responses (e.g., every Friday) or allow students to complete them whenever they see fit. Students can also use their journals to create mind maps that connect all project-related content, with the Umbrella Question in the center as the project's main idea. Other options include drawings, sketchnotes, and videos, all of which students can use to connect their learning to the Umbrella Question, while self-assessing their own progress.

**Reflection** - We can also get our students into the habit of self-assessment and reflection by giving them prompts, which don't necessarily have to connect to learning targets. Here are a few examples: What additional questions do you have about this topic? What strengths can you identify in your work? What are you most proud of? How could you improve your work? What would you do differently next time? What connections can you make between \_\_\_\_\_ and your previous experiences? How has this new learning changed your thinking?