Reflection

Activity page

Ensuring that students are assessment-capable learners is the most important thing we can do to raise student achievement.

The final task for this first session is to reflect on your own classroom. Use the continua below to mark where you think your students are in relation to being assessment-capable.

My students:

- know what they are learning in each lesson
- ask questions about their learning
- are comfortable saying they don’t know and/or need help
- see errors as opportunities to learn
- actively seek feedback
- understand the learning intentions of each lesson
- can self-assess accurately against success criteria and know their next learning steps
can peer-assess accurately against criteria and give feedback on the criteria

![Bar Chart]

- no students
- few students
- most students
- all students

can set SMARTER goals and self-monitor their progress (specific, measurable, ambitious, reliable, timely, evaluate and re-evaluate)

![Bar Chart]

- no students
- few students
- most students
- all students

understand the assessment tools being used and what their results mean

![Bar Chart]

- no students
- few students
- most students
- all students

seek and aspire to challenge

![Bar Chart]

- no students
- few students
- most students
- all students

positively support their peers’ learning

![Bar Chart]

- no students
- few students
- most students
- all students

know what to do when they do not know what to do

![Bar Chart]

- no students
- few students
- most students
- all students

have metacognitive skills and can talk about how they are learning (e.g. systematic planning, memory, abstract thinking, critical thinking, problem-solving)

![Bar Chart]

- no students
- few students
- most students
- all students

can answer: Where am I going? How am I going? Where to next?

![Bar Chart]

- no students
- few students
- most students
- all students