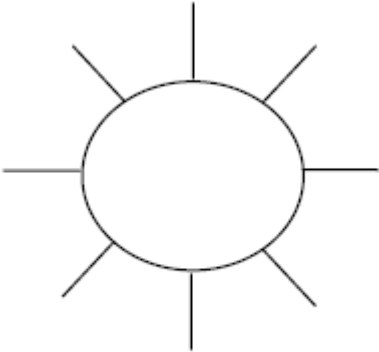
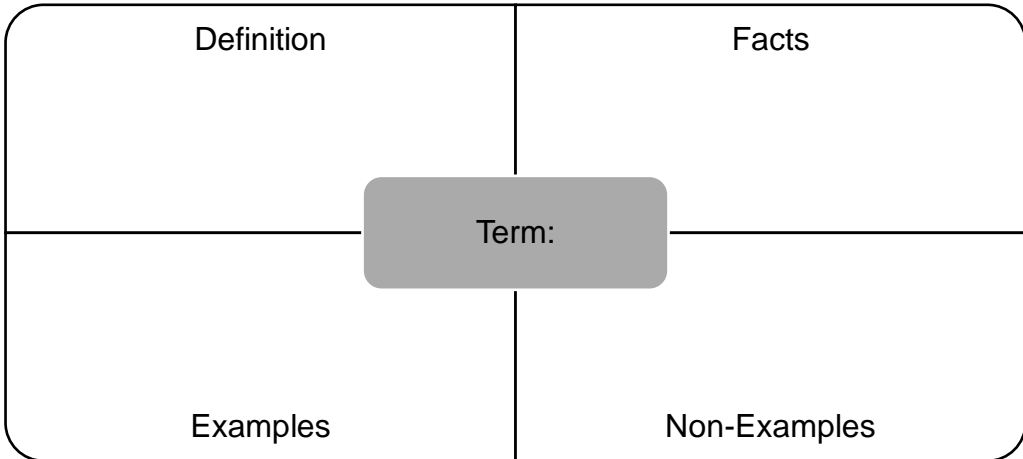
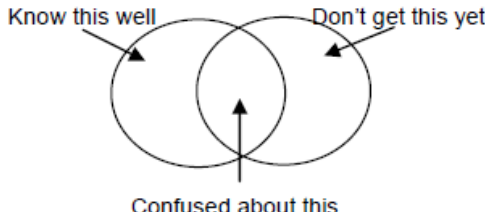
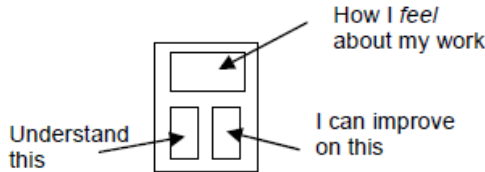
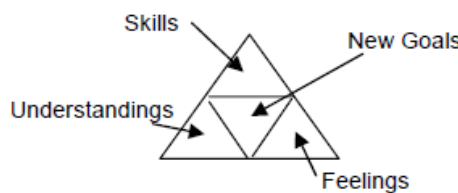
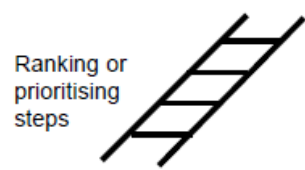


## Reflections Strategies (Assessment AS Learning)

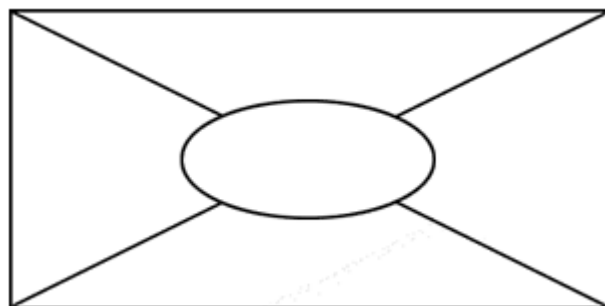
| Strategy                | Description   |
|-------------------------|---|
| <b>12-word summary</b>  | In 12 words or less, have students summarize important aspects of a particular chunk of instruction.  |
| <b>3-2-1</b>            | Students jot down 3 ideas, concepts, or issues presented.<br>Students jot down 2 examples or uses of the idea or concept.<br>Students write down 1 unresolved question or a possible misunderstanding.  |
| <b>60 second think</b>  | Use in your classroom at any time as no equipment is required. Ask students to stop and have a <b>60-second think</b> about how their learning is going right then. Accurately “time” the 60-seconds to allow quiet thinking time.  |
| <b>Circular check</b>   | In groups, students are each given a different problem with a definite answer. The first student completes the first step without contribution from others in the group and passes it to the next student. The second student corrects any mistakes in the first step and completes the next step without input from the group. The problem is passed to the next student and the process continues until the group has the correct answer.   |
| <b>Class vote</b>       | Present several possible answers or solutions to a question or problem and have students vote on what they think is best.   |
| <b>Concept circle</b>   | <p>Ask students to quickly sketch a concept circle like this image (noting that any number of spikes can be drawn). Students then do an “individual brainstorm”, trying to recall the key concepts that are related to the work they are doing now. Students then highlight or draw a box around, any concepts that they are having trouble understanding. These concepts are then recorded by the student in their learning logs for further examination or they can be discussed with the teacher next time there is an opportunity to do so.</p>  |
| <b>Enter/exit slips</b> | Ask students a specific question about the lesson (or refer to <b>Phrases and Prompts</b> for ideas to respond to). Students respond on the slip and give it to   |

|                          |   |
|--------------------------|---|
|                          | the teacher, either on their way out or on their way in the next day. Teacher can then evaluate the need to re-teach or questions that need to be answered.   |
| <b>Feedback sandwich</b> | Good news “I did really well on ... ”<br>Bad news “I think these parts need to be changed ... because ...”<br>Good News “Some ways I can improve it are ...”  |
| <b>Flash cards</b>       | After 10 minutes into a lecture or concept presentation, have students create a flash card that contains the key concept or idea. Toward the end of the class, have students work in pairs to exchange ideas and review the material.   |
| <b>Four corners</b>      | Teacher posts questions, concepts, or vocabulary words in each of the corners of the room. Each student is assigned a corner. Once in the corner, the students discuss the focus of the lesson in relation to the question, concept, or words. Students may report out or move to another corner and repeat.                            |
| <b>Frayer model</b>      | <p>Write a term in the middle (e.g. rational number). Complete the other four boxes in regards to the term.</p>    |
| <b>Give one/Get one</b>  | Students are given papers and asked to list 3-5 ideas about the learning. Students draw a line after their last idea to separate his/her ideas from their classmate’s lists. Students get up and interact with one classmate at a time. Exchange papers, read your partner’s list, and then ask questions about new or confusing ideas. |

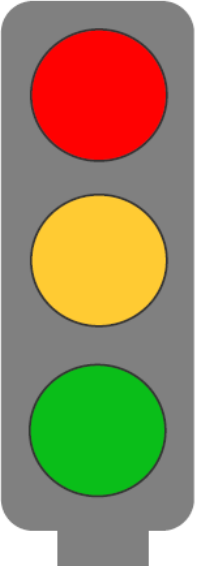
|  |  |  |   |   |  |   |                        |                |  |  |
|--|--|--|---|---|--|---|------------------------|----------------|--|--|
| Graphic organizers   | <p><b>Venn Diagram</b></p>    | <p><b>PMI table (from de Bono)</b></p> <table><tr><td>Plus</td><td>Minus</td><td>Interesting</td></tr><tr><td>Can do this well</td><td>Need more work on this</td><td>I could try...</td></tr></table> | Plus                                      | Minus   | Interesting  | Can do this well                          | Need more work on this | I could try... |  |  |
|  | Plus   | Minus  | Interesting                               |   |  |   |                        |                |  |  |
|  | Can do this well   | Need more work on this   | I could try...                            |   |  |   |                        |                |  |  |
|  | <p><b>Compare and Contrast</b></p>    | <p><b>Triangle</b></p>   |   |   |  |   |                        |                |  |  |
| <p><b>SWOT</b></p> <table><tr><td>Strengths</td><td>Weaknesses</td></tr><tr><td>Opportunities</td><td>Threats</td></tr></table>  | Strengths  | Weaknesses   | Opportunities                             | Threats   | <p><b>Ladder</b></p>  |   |                        |                |  |  |
| Strengths  | Weaknesses   |  |   |   |  |   |                        |                |  |  |
| Opportunities  | Threats  |  |   |   |  |   |                        |                |  |  |
| <p><b>KWHL table</b></p> <table><tr><td><b>K</b><br/>what do I<br/><b>KNOW?</b></td><td><b>W</b><br/>what do I <b>WANT</b><br/>to find out?</td><td><b>H</b><br/><b>HOW</b> will I<br/>learn?</td><td><b>L</b><br/>what have I<br/><b>LEARNT?</b></td></tr><tr><td></td><td></td><td></td><td></td></tr></table> |  |  | <b>K</b><br>what do I<br><b>KNOW?</b>     | <b>W</b><br>what do I <b>WANT</b><br>to find out? | <b>H</b><br><b>HOW</b> will I<br>learn?  | <b>L</b><br>what have I<br><b>LEARNT?</b> |                        |                |  |  |
| <b>K</b><br>what do I<br><b>KNOW?</b>  | <b>W</b><br>what do I <b>WANT</b><br>to find out?  | <b>H</b><br><b>HOW</b> will I<br>learn?  | <b>L</b><br>what have I<br><b>LEARNT?</b> |   |  |   |                        |                |  |  |
|  |  |  |   |   |  |   |                        |                |  |  |
| <b>ICE tactic</b>  | <p>Students ask themselves:<br/>What are the:</p> <ul style="list-style-type: none"><li><b>I</b>deas (basics, details, facts, terminology)?,</li><li><b>C</b>onnections (relationships, synthesis, patterns)?</li><li><b>E</b>xtensions (transfer, hypotheticals, creative adaptations, going beyond the obvious)?</li></ul> <p>This is a simple way to keep students focused on the big picture even while they are on the run, learning, during any lesson (Young and Wilson, 2000).</p> |  |   |   |  |   |                        |                |  |  |
| <b>Idea wave</b>   | <p>Each student lists 3-5 ideas about the assigned topic. One volunteer begins the “idea wave” by sharing his idea. The student to the right of the volunteer shares one idea; the next student to rights shares one idea. Teacher directs</p>   |  |   |   |  |   |                        |                |  |  |

|                            |  |
|----------------------------|--|
|                            | the idea wave until several different ideas have been shared. At the end of the formal idea wave, a few volunteers who were not included may contribute.   |
| <b>Jigsaw</b>              | Students first meet in their “expert group”, where each student has the identical assignment. The students become a team of specialists, gathering and synthesizing information, becoming experts on their topic, and rehearsing their presentations. Then the students change groups to their jigsaw groups. Each student in each group educates the whole group about her or his specialty.  |
| <b>Learning cell</b>       | Students develop questions and answers on their own (possibly using the Q-Matrix). Working in pairs, the first student asks a question and the partner answers and vice versa. Each student can correct the other until a satisfactory answer is reached.  |
| <b>Learning logs</b>       | Use learning logs or learning journals for students to reflect on their recent work (perhaps at the end of their work each week). Refer to <b>Phrases and prompts</b> for ideas.   |
| <b>Muddiest point</b>      | Students are asked to write down the muddiest point (what was unclear) in the lesson.  |
| <b>Old school Ipads</b>    | Give students whiteboards, paper plates, index cards, or large sheets of paper when they enter. When asking a question have ALL students write the answer and at your signal, have ALL students hold up the Ipad so that you can see who/ how many got the answer. Discussion to elaborate can follow.   |
| <b>Phrases and prompts</b> | <p>What have I learnt?<br/> What am I most pleased with about my work?<br/> What did I find difficult?<br/> How can I try to improve?<br/> What did I learn today?<br/> What did I do well?<br/> What am I confused about?<br/> What do I need help with?<br/> What do I want to know more about?<br/> What am I going to work on next?</p> <p style="text-align: right;">(Weeden et al., 2002)</p> <p>The part I liked best was...<br/> The part I found confusing was...<br/> Two things I learnt were...<br/> One question I have is...<br/> I was surprised that...<br/> I already knew that...<br/> One thing I know that wasn't mentioned is...<br/> I would like to know more about...<br/> I would like to spend more time on...<br/> Some questions I know how to do...</p> |

|                  |  |
|------------------|--|
|                  | <p>One thing I want to get better at is ...</p> <p>One word web card...</p> <p style="text-align: right;">(Davies, 2012)</p> <p>This week I have learned...</p> <p>For next week I am focusing on...</p> <p>I will know I am getting better when...</p> <p>I feel confident when ...</p> <p>My strength today was ...</p> <p>I'm proud of this because...</p> <p>I feel frustrated when ...</p> <p>I need to find out more about ...</p> <p>I need help with ...</p> <p>My highest priority learning goal is ..</p> <p>Next time I do this I will ...</p> <p>When I wasn't sure, I asked [my friend's name] about ...</p> <p>When I wasn't sure, I asked [my teacher's name] about ...</p> <p>One thing I am still not sure about is ...</p> <p>I will work on this by ...</p> <p style="text-align: right;">(Office of Learning and Teaching, DE&amp;T<br/> <a href="http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp">http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp</a>).</p> <p>What is the most important point you learnt today?</p> <p>What point remains least clear to you?</p> <p>How is _____ similar to/different from _____ ?</p> <p>What are the characteristics/parts of _____ ?</p> <p>In what other ways might we show/illustrate _____ ?</p> <p>How does _____ relate to _____ ?</p> <p>Give an example of _____ .</p> <p>What approach/strategy could you use to _____ ?</p> <p>Provide three examples of _____ and one non-example.</p> <p>Explain to a student in grade X (or who was absent today) what you learned about _____ today.</p> <p>Write about the work we did today. What was easy? What was hard? What do you still have questions about?</p> <p>If you got stuck today in solving a problem, where did you get stuck? Why do you think you had trouble there? If you did not get stuck, what idea helped you solve the problem?</p> <p>The hardest part of this chapter so far is ....</p> <p>I need help with _____, because ...</p> <p>To me, _____ (e.g. geometry) means ...</p> <p>_____ (e.g. measuring angles) can be useful for ....</p> <p>_____ (e.g. fractions) are challenging when ...</p> |
| <b>Place mat</b> | <p>Each group member writes ideas in a space around the centre of a large piece of paper. Afterwards, the group compares what each member has written, and common items are compiled in the centre of the paper.</p>   |



|                                |   |
|--------------------------------|---|
|                                |   |
| <b>Portfolio</b>               | <p>In the process of selection and explanation as to why students have chosen specific pieces for their portfolios there is already a self-assessment process in place. However, this can be taken further by more specifically asking students to respond to the following process and questions:</p> <ol style="list-style-type: none"> <li>1. Arrange all your work from most to least effective</li> <li>2. Reflecting on your two best works, and on a separate sheet(s) of paper for each work, answering the following questions. <ul style="list-style-type: none"> <li>What makes this your best (second best) work?</li> <li>How did you go about it?</li> <li>What problems did you encounter?</li> <li>How did you solve them?</li> <li>What goals did you set for yourself?</li> <li>How did you go about accomplishing them?</li> </ul> </li> <li>3. Answering these two questions on a single sheet(s) of paper at the front of your portfolio. <ul style="list-style-type: none"> <li>What makes your most effective work different from your least effective work?</li> <li>What are your goals for your future work?"</li> </ul> </li> </ol> <p>(<a href="http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2port.htm">http://www.ncrel.org/sdrs/areas/issues/students/learning/lr2port.htm</a>)</p> |
| <b>Quick write</b>             | <p>Students write for 2-3 minutes about what they learned or heard from the explanation. Also it could be an open ended question from teacher (refer to <b>Phrases and prompts</b> for ideas).</p>  |
| <b>Student-generated lists</b> | <p>Top 10 things I need to find out ...<br/> Questions I have about my work ...<br/> Strategies I can use to improve my work ...</p>  |
| <b>Think, Pair, Share</b>      | <p><i>Think</i> about your answers and write them down, <i>Pair</i> with a partner to discuss and add comments to your answers, <i>Share</i> your answers with the class.</p>   |
| <b>Thumbs up - thumbs down</b> | <p>To check for understanding, have students hold up their thumb; thumb up means "I got it", thumb horizontal means "I'm not sure, maybe", and thumb down means "I'm lost. I have questions".</p>   |

|  |  |
|--|--|
| <p><b>Traffic Lights</b></p>  | <p>The traffic lights can be used in a range of different ways.</p> <p>To check for understanding, during individual or group work, provide students with a set of green, yellow, and red stacking cups. All students start with the green cup displayed, stacked over the other two cups. As students work, they can change the cup that is displayed to indicate to the teacher that their progress is green (good understanding and do not need assistance), yellow (partial understanding, getting answers, but with difficulty, minor errors, or have a basic question), or red (no understanding, stalled, need an explanation before moving forward).</p> <p>For self-assessing their own work, students label their work green, yellow or red according to whether they have good (“I got it”), partial (“I’m not sure, maybe”), or little (“I’m lost, I have questions”) understanding.<br/>(Black et al, 2003).</p> <p>Examine your work and highlight where you feel</p> <ul style="list-style-type: none"> <li>• Stopped</li> <li>• Cautious</li> <li>• Going straight ahead.</li> </ul> <p>Use a red marker or a pink highlighter to mark in the margins where you feel “stopped” because you don’t understand. Write a learning goal about this. Use an orange or yellow marker or highlighter to mark in the margins where you feel “cautious” because you are unsure or don’t understand it very well. Use a green marker or highlighter to mark in the margin where you feel you are “going straight ahead” because you understand it well.</p> <p>For assessing a peer’s oral presentation:<br/> Green: better than I could have done/I learnt something from this<br/> Yellow: about the same as I could have done/no major omissions or mistakes<br/> Red: not as good as I could have done/some serious omission or mistakes”<br/> Students could then go on and give their peers feedback on specific strengths and weaknesses.<br/>(Black et al., 2003)</p> |
| <p><b>Transfer and apply</b></p>   | <p>Students list what they have learned and how they might apply it to their lives. Students list interesting ideas, strategies, concepts learned in class. They write some possible ways to apply this learning in their lives, another class, or in their community.</p>   |
| <p><b>Wall posters</b></p>   | <p>Regular prompt questions can be made into wall posters. Refer to <b>Phrases and prompts</b> for ideas.</p>  |

|                    |  |
|--------------------|--|
| <b>Which face?</b> | 3 boxes are labelled with:    and students choose which box to put their work into. |
|--------------------|--|

(Unless otherwise referenced, the above strategies are from *Office of Learning and Teaching, DE&T* <http://www.sofweb.vic.edu.au/blueprint/fs1/assessment.asp>).