

Designing Instruction Where Students Self-Assess

Kara Vandas

www.corwin.com | (800) 831-6640



Designing Instruction Where Students Self-Assess with Kara Vandas

Kara.Vandas@corwinlearning.com, @klvandas

Learning Intentions

- Know how self-reported grades leads to self and peer assessment
- Understand how learning structures and strategies enable students to self and peer assess and prove their learning

Success Criteria

- Able to select and teach learner strategies, including feedback structures
- Engage in a process for transferring strategies from teacher-owned to student-owned
- Able to engage students in learning conversations

*What is your personal goal
for this session?*

Learner Strategies

Definition in my own words

Also known as

Non-examples

The Handoff: Teacher Owned to Student Owned Strategies



Action	Explanation
Modeling	Explicit demonstration of thinking/doing
Metacognition	A processing bridge
Choice	Selecting best or preferred
Monitoring/ reflection	Conscious appraisal of impact
Revision of strategy	Modification to improve results
Independent use	Application to new learning use

Strategies I Wish to Transfer:

Five Actions to Transfer Teacher-owned to Learner-Owned Strategies

Action	Explanation	My Strategy
Modeling	Explicit demonstration of one's thinking and doing in order that others may replicate the same actions.	
Metacognition	Thinking about one's own thinking; processing bridge between teacher-owned and student-owned strategies.	

Choice	Knowing and being able to select which strategy would best meet my needs as a learner.	
Monitoring & Reflection	Conscious appraisal of whether or not a strategy is having the desired affect during and after learning.	
Revision of Strategy	Modification of a strategy in order to provide greater learning. Would I change the strategy or combine it with another to get a better result?	
Independent Use	Application of a strategy to other learning experiences. Is this a strategy that I can use on my own for my own purposes?	
Notes:		

Feedback Strategies

What Is It? Feedback Frames

Giving	Receiving
I noticed that	I appreciate you noticing that
I wondered about	I hadn't thought about that ...
I was confused by	I heard you say that _____ confused you.
I suggest that	Based on your suggestion, I will
Have you thought about....	Thank you, what would you do?
You might consider...	I'm not sure what that looks like, tell me more

How to:

What Is It?

How To:

What Is It?	How To:	
Proving Learning		
What Is It?	Why?	How?

Hattie, J. A. (2012). *Visible learning for teachers: Maximizing impact on teachers*. New York, NY: Routledge.

O'Connell, M.J. & Vandas, K. (2015). *Partnering with students: Building ownership of learning*. Thousand Oaks, CA: Corwin Press.
<https://resources.corwin.com/partneringwithstudents>