Please enjoy this complimentary excerpt from *Visible Learning for Science, Grades K-12*, by John Almarode, Douglas Fisher, Nancy Frey, and John Hattie. Use this self-reflection model as a follow-up technique once a lesson has occurred that helps students understand where they were and where they are now.

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PROMPTS FOR FACILITATING STUDENTS’ SELF-REFLECTION AND METACOGNITIVE AWARENESS

• How well do I think I understand __________ now?
  Why do I think that?
• How has my understanding increased as a result of today’s lesson?
• What questions do I still have about the science I learned today?
• What do I still need to work on? How do I know?
• How do I rate my effort during today’s lesson? Why?
• How do I rate my teamwork today? Why?
• Did I ask for help? Did I offer to help others? Did I encourage my teammates?
• How did I contribute to my group’s efforts?
• If I could do __________ over again, what would I do differently? Why?
• What advice would I have for another student who was about to start this same lesson?