

(In Chapter 8, we will review the role of rubrics in assessment and discuss strategies for designing user-friendly rubrics for students).

- Explain their self-assessment score using details from their work and language from the rubric to support their explanation. Students should also reflect on their strengths, as well as the areas that need improvement.

FIGURE 4.7 Ongoing Self-Assessment Document

Ongoing Self-Assessment Document

Unit:

Think about the work you have completed this week. Select a specific piece of work to analyze and reflect on in depth.

- Identify the skill or standard to which this particular piece of work aligns.
- What is the title of the assignment you are assessing? Provide a link to online work or insert a photo of offline work.
- Evaluate your work and give yourself a score based on where you think you are in relation to mastering this skill/standard.
 - Use the rubric for the skill you are assessing to evaluate your level of mastery (1–beginning, 2–developing, 3–proficient, 4–mastery).
- Explain your self-evaluation score.
 - Why did you give yourself a particular score?
 - What details in your work support the self-evaluation score you assigned to this piece?
 - What does this piece show about your strengths as a student?
 - What aspects of this skill or standard are you still working on or struggling with?
 - What specific support would help you continue to develop this skill?

STANDARD/ SKILL	TITLE OF THE ASSIGNMENT AND DOCUMENTATION (LINK OR IMAGE)	SELF- ASSESSMENT SCORE (1–4)	EXPLANATION/ REFLECTION



Resource available to download at resources.corwin.com/balancewithBL