**Approaches to Learning Self-Assessment**

**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Approaches to Learning Skills** |  | **Times you**  **achieved each**  **skill during course** | | | | **GRADE** |
| 1 | 2 | 3 | 4 |
| I can explain my understanding of a text or idea to others. | **Communication** |  |  |  |  |  |
| I use different vocabulary and examples when speaking to different audiences. |  |  |  |  |
| I monitor and check the quality of my writing. |  |  |  |  |
| I practice my listening skills in group activities and presentations. |  |  |  |  |
| I practice reading to improve my understanding of different types of texts. |  |  |  |  |
| I plan my response before I give it. |  |  |  |  |
| I can formulate my arguments clearly and coherently. |  |  |  |  |
| I contribute to discussions. |  |  |  |  |
| I can formulate / construct a focused research question. | **Research**  **ation** |  |  |  |  |  |
| I can cite and reference correctly. |  |  |  |  |
| I use the library and go online to practice my research skills. |  |  |  |  |
| I can determine the quality of a source, and analyse contradictory sources? |  |  |  |  |
| I can record my search for sources in steps (types of search engines, search terms). |  |  |  |  |
| I use academic honesty and clearly acknowledge sources. |  |  |  |  |
| I meet deadlines. | **Self-Management** |  |  |  |  |  |
| I set my own learning goals. |  |  |  |  |
| I revise and improve on work previously submitted. |  |  |  |  |
| I break down a larger task into specific steps. |  |  |  |  |
| I am well organized. |  |  |  |  |
| I am punctual. |  |  |  |  |
| I learn from my failures and mistakes. |  |  |  |  |
| I use revision strategies that work for me. |  |  |  |  |
| I can work in small groups. |  |  |  |  |  |  |
| I can help to allocate different roles in a classroom discussion or activity. |  |  |  |  |
| I peer assess group or individual performances, including how they work as part of a group. | **Social** |  |  |  |
| I can discuss my understanding of a text or idea with peers and come up with a shared understanding. |  |  |  |  |
| I can consider alternative points of view and / or take on other perspectives. |  |  |  |  |
| I can make decisions in class. |  |  |  |  |
| I can formulate a reasoned argument to support my opinion or conclusion. | **Thinking** |  |  |  |  |  |
| I take time to think through my answers. |  |  |  |  |
| I ask open questions. |  |  |  |  |
| I can use higher-order thinking skills such as analysis or evaluation. |  |  |  |  |
| I can build on a specific prior task. |  |  |  |  |
| I can consider an unfamiliar viewpoint when formulating arguments. |  |  |  |  |
| I can use knowledge from a different subject to the one I am studying. |  |  |  |  |  |
| I make links to TOK. |  |  |  |  |  |
| |  |  |  | | --- | --- | --- | | **Areas I excelled in during this course.** | **Areas I struggled with the most.** | **Steps I will take to improve my learning.** |   **Self-assessment grade:** | | | | | | |
| **Below** **Expectations (BE):** I observe others using the skill and require high levels of scaffolding from the teacher.  **Approaching Expectations (AE):** I can copy others’ performance of the skill and require a medium level of scaffolding from the teacher.  **Meets Expectations (ME):** I can demonstrate the skill on demand and require minimal scaffolding from the teacher.  **Exceeds Expectations (EE):** I can teach others the skill and require no scaffolding from the teacher. | | | | | | |