[redacted]

Table 1

- during Do Now, hand up to 2nd an opinion
- Utilize the adaptive assessment features of deltamath or other programs

[redacted]

- Task reflection protocol filled out after test for both content and study methods
- Confidence checks, exits slips, can be last slide of desmos
- Problems of the week scoring their own work in AP

[redacted]

- Concept revisit with google form giving opportunity to reflect on how they plan to improve
- Desmos lessons always include a self reflection 1 how did you feel about learning this objective, 2 how much did you enjoy this lesson - can see in summary how class did overall
- For HW - star a problem you are proud of or one you found challenging
- Conversations with students - how do you think this is going?
- Confidence scores on tests - in a box next to each question give a 1-10 for how confident you feel

[redacted]

- Do reflection about content and studentship as the last question of the test or task (for group tasks this includes assessing their contributions to the team)
- Google form or paper check ins rating studentship on a checklist
- Rubric provided for tasks - rate yourself before turning in

Table 2

[redacted] Ask the student to write what they did to help their group through the problem solving process.

[redacted] Students correct graded assessments; “Thumbs up/thumbs down”

[redacted] Post model student work; evaluate own work against the rubric; scavenger hunt

[redacted] In the beginning of a unit, give the learning objectives → at the end of each lesson, ask students to identify which objectives they learned; on the last page of the test, ask them to reflect on how they prepared

[redacted]: Ask students to justify their answers (especially when making corrections); self-checking activities; end of Desmos activity asks how they liked the lesson and how they felt about the content

[redacted] Students first solve a problem on their own. Then, they compare their work to what is presented (by me or another student).

Table 3

- Success criteria / Learning Targets … teacher sets out what targets are; at end of day student has opportunity to check this off or note areas to improve
- Color-coded problems to do: green = easy, yellow = intermediate; red = difficult … downside: this is a lot of work
- Comparing answers, exchanging papers … discussing the right answers
- Group work may instigate the opportunity to self-reflect, but time for individual reflection may be helpful or else many might not reflect or self-assess!
- Use of rubric–students can fill out their own rubrics
- Desmos has built-in reflection opportunities
- Checking your own solutions–prompts to do so … “I don’t know, check it!”
- Reflective writing opportunities!
- How much are you getting this? Thumbs up, thumbs sideways, thumbs down

Table 4 (the winners)

- Assignments contain multiple representations of the same problem
- Write reflections after tests for strengths/weaknesses
- Exit tickets red/yellow/green rubric for day's objectives
- Show examples of exemplary work to compare to
- Completion rubric - why did students get what they got
- Desmos Curriculum - emotional check-ins at beginning/end of activity
- Teaching students how to check their result - plug it back in/etc, is it reasonable, does it make sense
- Delta Math so they get real-time feedback working by themselves
- Create portfolio which shows evidence of growth
- Gateway problem - red/yellow/green, then pick which group/activity to join from there
- Midterm 1-on-1 conversations with students to hear about their study habits, challenges, etc
- Quick assessment requiring a sentence explanation. Level of detail reveals understanding.
- Important/Neat/Tough reflection on test corrections
- Red/yellow/green cups during challenging group work
- Hochman writing method - statement or question main takeaway from the day
- Homework: first question every night is "in 1-2 sentences, what was the big idea today?"

Table 5

1. Thumbs up/ down/sideways and using a Scale of 5 (1 being desperate and so on.)

2. Learning reflection on questions- what did you learn today, what questions do you have for me today?

3. Rubrics at the end of the rubric to track which part of the lesson the students still struggle with. The rubrics have the learning goals of the unit.

4. After assessments, “what did you do differently, what is the same” and what can you do to fix your mistakes.

5. After a group work- what did you participate in today?

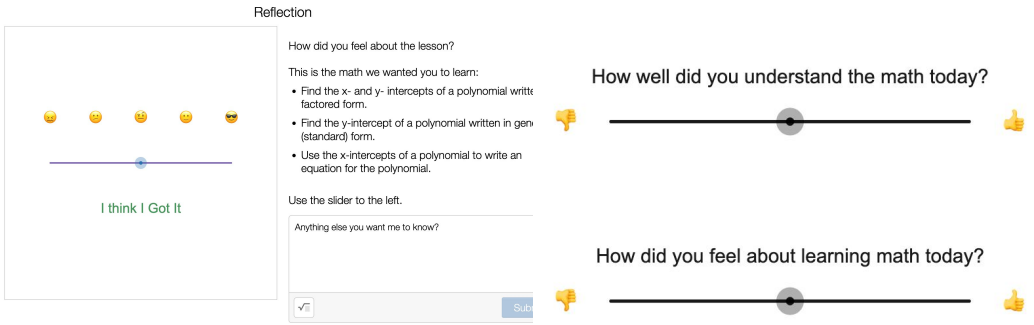
6. Answer keys for all homework- so no need to grade, but there is self-assessment there. Further questions based on students.

7. At the end of the test, having standards that the students can self assess.

8. During test corrections, rewrite the problem and notice what they did wrong.

9. Answer keys for each day’s worksheet- so it is a safety net for the students. Is that self assessment for the students- allowing students who need that space to reach out and get support (whether to check their work or just to probe further)

Table 6



- Prompts for specific improvements (during classwork)
- Prompt for students to demonstrate their understanding
- Summative assessment reflection
- Students fill out a rubric themselves before handing in a project or test or whatever
- Vocab self-assessments - “I’ve never heard it, I’ve heard it but don’t know what it means, I can define it” etc
- Self-assessment after group activities - “what is one thing I contributed, one thing I learned or need to study more”
- Review activities done completely on their own

HAVE YOU BEEN HELPED, SIR?
BY SO MANY PEOPLE MY ENTIRE LIFE
NATHANWPYLE