## Wrapping-Up Strategy: X-Marks-the-Spot

(See Teacher Summary Card, Student Summary Card)

The X-Marks-the-Spot Strategy provides a structured way for students to self-assess their learning against each of the success criteria for a lesson. Initially, as students are learning to use this strategy, they may need some guidance on identifying evidence; possible prompts for doing so are provided below.

#### Particular Advantages

- Easily provides information both on individual students or for the class as a whole
- Helps underscore for students how to use the success criteria for themselves
- Can become a process that students internalize and use independently

### How Does the Strategy Work?

1. Prior to handing out the X-Marks-the-Spot Reflection Template, the teacher fills in the success criteria for the lesson, one in each row of the template. A sample row is shown below.

Success Criteria	Self Assessment			Evidence
	I need help. I can't get started.	I'm getting there.	I understand and have evidence.	

- 2. The teacher distributes the template to each student. Students place an X on the line to indicate where they feel they fall with each success criterion.
- 3. If students have indicated that they understand, they write a brief explanation in the Evidence column to support their claim. To help students know what to write in the Evidence column, a teacher might use one of the following prompts or something similar:
  - *Give an example from your work that shows you understand.*
  - What's one thing you did in your work that best shows your understanding? (e.g., "I wrote a clear explanation of the idea.")
  - What could you do to show me you understand? (e.g., "I could explain two different ways to solve the problem" or "I could explain how \_\_\_\_\_ and \_\_\_\_ are related.")
- 4. The teacher collects the students' templates and reviews them after class to inform the next day's instruction.

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### How Does the Strategy Support Formative Assessment?

#### Student ownership and involvement

• This strategy gives students an opportunity to practice self-assessing their learning, with a structure that they can eventually internalize.

#### Learning intentions and success criteria

• This strategy focuses students' attention on the use of success criteria as a basis for evaluating their own learning.

#### Eliciting and interpreting evidence

• This strategy underscores the importance of having evidence of your learning to support any self-assessment you make.

#### Environment

• This strategy promotes a classroom culture in which pausing to evaluate your learning is considered an important and worthwhile learning activity.

### How Might You Modify the Strategy, and Why?

- Act it out (no template needed): You might choose to have students physically act out their placement on the line, in order to have a whole-class discussion about what the class currently understands and what they need next. After students have completed their individual reflection template, designate a line (real or imaginary) along the floor that represents the self-assessment line on the template. For each success criterion, one at a time, ask students to stand along the line where they marked themselves. Have a brief whole-class discussion about where people are falling along the line and what is being most confusing at this point.
- Use the strategy as a mid-unit or end-of-unit self-evaluation: You might choose to use the Whole-Unit part of the X-Marks-the-Spot Template to have students reflect on the collective success criteria for the unit to evaluate where they currently are or to compare their assessment of how well they can meet the success criteria now compared to when they first encountered them.

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Date:

# X-Marks-the-Spot Lesson Template

Success Criteria	Self-Assessment			Evidence
	I need help. I can't get started.	I'm getting there.	I understand and have evidence.	
	I need help. I can't get started.	I'm getting there.	I understand and have evidence.	
	I need help. I can't get started.	I'm getting there.	I understand and have evidence.	
	I need help. I can't get started.	I'm getting there.	I understand and have evidence.	

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Name: \_\_\_\_\_

# X-Marks-the-Spot Whole-Unit Template

Success Criteria	Self-Assessment			Evidence
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	•		•	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence. ►	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	

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Success Criteria		Self-Assessmer	nt	Evidence
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	•			
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence. ►	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	
	I need help.	I'm getting	I understand	
	I can't get started.	there.	and have evidence.	

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