

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.

Name: _____ Class: _____ 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.	
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X-Marks-the-Spot Whole-Unit Template

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