






6 IDEAS FOR FORMATIVE SELF-ASSESSMENT

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|  | Emoji Check-In | <ul style="list-style-type: none"> Determine the class' level of interest in a topic. Students repeat the activity several times throughout their artmaking process. |
|  | Red, Yellow, Green Cards | <ul style="list-style-type: none"> Students self-identify their readiness to proceed with a project or concept. Students indicate their current progress with a green (I am ready to work.), yellow (I have questions.), or red (I need help to continue.) card. |
|  | Self-Assessment Checklist | <ul style="list-style-type: none"> Students utilize a teacher-created checklist of steps or criteria as part of a self-assessment. |
|  | Be Metacognitive About Mastery | <ul style="list-style-type: none"> Students self-identify whether they are confused and need help, getting the hang of it, or masters who can help others. Students self-advocate and use one another as resources, pairing those who are confused with those who are confident in their mastery. |
|  | Write a Status Tweet | <ul style="list-style-type: none"> Students create a tweet, inspired by Twitter, reflecting on their progress in written form. |
|  | Personal Goal Setting and Monitoring | <ul style="list-style-type: none"> Students set specific goals for their project, including action steps. Throughout the project, they review their progress toward their goal. |
|  | Midpoint Rubric Review | <ul style="list-style-type: none"> Students use the final rubric as a formative assessment tool, checking their progress toward the learning objectives. |