SELF-ASSESSMENT CONTINUUM

	Beginning	Developing	Progressing	Extending
Structured Occasions	Limited opportunity or lack of structure to support self-assessment. The focus is on superficial/trivial tasks and/or correctness or accuracy. There is little or no support for metacognitive thinking.	Adequate structures to support self-assessment, providing students with some support for metacognitive thinking (i.e., do I have the pre-requisite knowledge/understanding/skills to undertake this learning, where am I now, what do I need to do next to move forward?). Structures include adequate time for students to complete process, defined steps and resources, and scaffolds as needed.	Adequate structures to support self-assessment, providing students with support for metacognitive thinking (i.e., do I have the pre-requisite knowledge/understanding skills to undertake this learning, where am I now, what do I need to do next to move forward?). Structures include prompts, questions and supports that strengthen students' independent use of self-assessment.	Powerful opportunities provided for self-assessment that clearly engage students in metacognitive thinking (i.e., I have the pre-requisite knowledge/understanding/skills to undertake this learning, I recognize how far I have moved forward from the pre-requisites, I am clear what I need to do next to advance my learning and can take action). Structured occasions include clear communication regarding why students are engaging in self-assessment, and how to integrate feedback to support students to meet the Learning Goal.
Attention to Learning Goals and Success Criteria	Students engage in self-assessment at a superficial level (i.e., without reference to pre-requisite learning or current Learning Goal and Success Criteria) and are evaluative in their assessment (i.e., a grade, an evaluative comment).	With support, students reference pre-requisite learning and the current Learning Goal and Success Criteria in their self-assessment process and are able to think about next steps. Students may require support to align their self-assessment to the Success Criteria.	Students independently reference the Learning Goal and Success Criteria in self-assessment and are able to set goals for improvement based on their self-assessment *either* on their own *or* with teacher or peer support.	Students can justify their self-assessment and can independently set well-developed Goals likely to lead to improvement (e.g., here's the evidence in my learning/work related to the Goals and Criteria that I used to set goals for improving my learning/work).

Student Attitude	When prompted, students are not able to articulate the purpose of self-assessment, and their responses indicate they do not take the process seriously.	When prompted, students can communicate some understanding of the purpose of self-assessment and their responses indicate they generally take the process seriously.	When prompted, students can communicate a clear understanding of the purpose of self-assessment and their responses indicate they take the process seriously.	When prompted, students communicate a clear understanding of self-assessment as a cyclical, on-going reflective process. They share that they value the self-assessment process and see it as important in their own learning.
Student Participation	Students' self-assessment is not specific or refers to general concepts about improvements, such as "I can be a better writer." Students require significant structure and support to engage in self-assessment.	Students conduct focused self-assessment and demonstrate some level of deeper thinking (e.g., analytic and metacognitive). Students engage in group reflections on their learning (rather than evaluating right or wrong responses). Students require some structure and support to engage in self-assessment.	Students see where they are making progress, identify areas to work on, and notice when they meet the Learning Goals. Students use work examples to develop and check their own work. With prompting, students can share what they have learned and what they still need to learn to meet the lesson Learning Goal. Students require minimal support to engage in self-assessment.	Students make choices about the way they address the Learning Goal and meet the Success Criteria. Students initiate self-assessment processes on a regular basis, including asking questions of themselves and others to determine next steps. Students can answer questions in the formative assessment feedback loop "Where am I now? Where am I going? How am I going to get there?" Students articulate what they have learned and what they still need to know.
Applying Self-Assessment	Students do not or minimally apply their self-assessment to future learning.	Students apply their self-assessment to future learning with support.	Students use their self-assessment to take informed action, and students are purposeful about what they will do to move their learning forward.	Students regularly act on their self-assessment to adjust learning tactics, focus their work on areas they have identified to move forward, and/or seek out resources to help them meet the Learning Goal.
Information for Teacher	The teacher has little or no information from the student self-assessment to inform next instructional steps.	The teacher has some information from the student self-assessment to inform next instructional steps.	The teacher has sufficient information from the student self-assessment to meaningfully inform next instructional steps.	The teacher has sufficient information from the student self-assessment to encourage the student in taking the next steps in his/her learning.

The shaded rows focus on teacher actions and the non-shaded rows focus on the students.