

Student-Centered Formative Assessment Change Routine

Unit Growth Self-Assessments / English / Grade 12

Based on the work of Erica DeVoe (Westerly High School) as part of the Student-Centered Assessment Network (SCAN) with funding from the Nellie Mae Education Foundation <https://www.scanetwork.org>.

Problem of Practice

Students often struggle to identify, and therefore master and transfer, the key skills that are part of learning units.

This change idea hopes to promote greater identification, learning, and transfer of key skills by asking students to complete beginning, middle, and end of unit self-assessments, allowing them to identify and track their progress in learning skills that transcend particular content areas and can be applied in other contexts.

Measures

The key measure in this change idea is a pre-, mid-, and end of-unit self-assessment survey, which students complete **three times during a unit**. Note that the survey asks students to rate themselves on a 1--5 scale for each skill at three points in time, and with each rating to cite evidence to support their self-assessment.

Procedure

1. Before the major unit work begins, students take the pre-unit [self-assessment survey](#), rating themselves on various skills in the unit.
2. In reflecting on the pre-unit assessment, students highlight the area they feel has the most room for growth and set a specific **goal** towards improvement in that skill.
3. About halfway through the unit, students take the mid-unit self-assessment **survey**, rating themselves on all skills, including the skill connected to their goal.
4. As part of the mid-unit self-assessment **survey**, students complete the mid-unit **written reflection questions** on their progress.
5. At the completion of the unit, students complete the end-of-unit self-assessment **survey**.



6. In conjunction with the end-of-unit survey, students complete an end-of-unit **written reflection**, including the assessment of their progress towards their goal.

Key Resources

[Pre - Mid- End Rating Sheet](#)

Variations

The addition of the mid-unit written reflection and progress and goals was added in later PDSAs. It includes reflection on where they have put most of their efforts, made progress, what they attribute growth to, and where they want to go from there.

MID UNIT - ask them to reflect on what they've been doing to improve on their desired skill... how do you think it's going?

1. In what area(s) have you put in effort over the past two weeks?
2. In what area(s) do you feel yourself improving?
3. What do you attribute that improvement to? *(class structure, teacher, self, luck, knowledge, effort, etc?)*
4. How do you want to feel/performance by the end of this unit?
5. What will be difficult for you completing this upcoming Argument Anchor Task?



Document Title
