Student self-assessment is vital to a student being a successful learner. Self-reflection is a key component of a self-assessment.

Students who self-assess:

- recognise that learning is associated with challenges that influence motivation
- experience an increase in self-esteem
- experience an improvement in their learning because they come to know how they learn rather than just what they learn.

The role of the teacher in the implementation of student self-assessment is important. The teacher:
- shares with students the success criteria for each assessment activity
- ensures that students understand the success criteria
- explicitly teaches students how to apply those criteria to their own work
- provides students with feedback to help them improve; and
- helps students to set learning targets to achieve that improvement.

Teachers can use various strategies or provide tools to assist students to self-assess. A poll is a simple strategy to enable students to self-assess. Questions prompts can be used to facilitate discussion. Common tools include a checklist, rubrics, graphic organisers or charts.

Polls are a simple strategy that can be used at a point in a lesson to determine how well students have understood a particular concept.

An example of a poll is 'Eyes-closed, hands-up traffic-light' poll. (Ask students to hold up three fingers if they understand the concept well enough that they could teach it; two fingers if they think they understand it, but only just; and one if they need help).

Questions:
- Do you understand what a binary number is?
- Do you understand why binary numbers are important in digital systems?
- Can you read and understand a binary number?
- Can you convert a binary (base 2) number to a decimal (base 10) number?
  Make anecdotal notes of any students who do not reply 'yes' to these questions.

Questions prompts provide students with an opportunity to reflect on their digital solution. For example use the following prompts:

- Explain reasons for any changes to the algorithm before the final program was completed.
- Did debugging and testing lead to any improvements? In what way/s?

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- How did you work together as a group? Now imagine that you had to complete this task on your own. How might the outcome be different?

Checklists provide a systematic way to record progress against specific criteria.

This example self-assessment checklist combines science related outcomes and Digital Technologies outcomes.

Criteria (based on Content descriptions)	I need help with	I am able to	I can teach others
I can explain how different animals use defence adaptations.			
I can give examples of different types of defences in animals.			
I can explain how the environment can create a reaction from an animal.			
I can explain how an adaptation helps an animal to survive.			
I can explain all of the components in the circuit.			
I can find and describe the input and outputs in my circuit.			
I can explain the flow of data being transmitted in my circuit.			
I can explain how my circuit works, using the animal as an example.			
My reflection:			

Example 1: Checklist

Rubrics are a valuable tool for self-assessment. Because rubrics not only list the success criteria but also provide descriptions of levels of performance, students are able to use them to monitor and evaluate their progress during an assessment task or activity.

Rubrics:

- Measure achievement along a continuum.
- Identify the logical progression of skills, building complexity.
- Use achievement standards and content descriptors as a guide.
- Can be co-created with students.

Example rubric

	Empathy	Design	Prototyping	Testing and modifying	Reflection
Extending	Uses more than one way to collect information about the user and this is evident in their game design. Analyses users and evaluates information from multiple perspectives.	The design is clear to read. It includes labels, arrows and lines to show flow. The visual diagrams show the relationship between user decisions.	The platform was selected with reference to what was trying to be achieved and after testing. Iterations were made as issues were raised. The user was always centre of the prototyping process.	Observes and questions more than one user, making changes based on the feedback and retesting final prototype.	Articulates, using subject specific language, the process they went through and can explain in detail challenges and the steps taken to overcome these.
Proficient	Designs game after evaluating information about the user from more than one source.	Creates a design that uses symbols to explain process.	The platform was selected with reference to what was trying to be achieved. Iterations were made as issues were raised. The user was discussed throughout the process.	Observes and questions users, making changes based on the feedback.	Explains the process they went through and can explain challenges and the steps taken to overcome these.
Developing	Designs game using some understanding of user.	Considers the user when developing design.	Makes iterations to the design but chooses platform without testing.	Observes user or asks questions but does not take on feedback.	Describes how the game works and can acknowledge the steps taken to overcome these.
Emerging	Develops game using prior knowledge of the user.	Develops a design by listing elements.	Relies on own experiences to make game.	Uses prior knowledge to make changes, or uses self as an example.	Describes how the game works without reference to the design process.

Example 2: Rubric

Graphic organisers

There are many types of graphic organisers that can assist students to reflect on their learning. The value of graphic organisers in terms of student self-assessment lies in their ability to assist thinking and make it visible for both the student and the teacher.

An example is '*I Used to Think..., But Now I think...*'

This routine helps students reflect on how and why their thinking has changed.

Other graphic organisers include a concept map, KWHL chart, Venn Diagram, T-Chart or Y-Chart.

Charts can be used to record and monitor performance over time against set deliverables. Students' ability to manage and organise their own time in order to complete set tasks is a crucial aspect of self-assessment. A visual tool such as a Gantt chart can support students in breaking down an extended project into meaningful steps, each of which has an allocated time allotted.

TASK	Week 1 (Date)	Week 2 (Date)	Week 3 (Date)	Week 4 (Date)	Week 5 (Date)	Week 6 (Date)
1. Decide on digital project 2. Draw up a list of possible resources	███					
3. Assign group roles and define the problem. 4. Generate individual design ideas and use these to formulate a group design		███				
4. Implement digital solution			███	███		
5. Gain feedback on solution 6. Modify based on feedback				███	███	
7. Present final solution to a relevant audience						███

Example 3: Gantt chart