



HANDOUT 6.4.2 – Your Turn

Questions to Guide Student Self-Assessment

Directions: Use this space to develop a list of questions to guide the metacognitive processes in your content area. A few examples have been provided to get you started.

1. Science

- a. If x is true, then y should be . . .
- b. The solution doesn't make sense – where did I go wrong in my thinking?

2. English Language Arts

- a. What do I already know about this topic?
- b. I wonder why the author . . .

3. Mathematics

- a. Do I understand the problem?
- b. What are the strategies/tactics/principles I can use to solve the problem?

4. Foreign Language

- a. Do I recognize any cognates in this talk?
- b. I need to ask for clarification of that word – I'll point to the object I think is being referenced, and ask if my understanding is correct.

Metacognitive Processes

Questions to Ask Myself During Process: What Am I Thinking?	Notes About My Thinking
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.



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Engaging Students in the Metacognitive Process for Self-Assessment

Instructional Steps

1. Model the metacognitive process for students doing a “think aloud.” A “think aloud” is you verbalizing your thoughts during an activity. Use the questions and answers you previously developed on page 1 as a resource in your think aloud. This will help students understand how to reflect on their thinking while engaged in an activity to improve their learning.
2. Provide students with example metacognitive questions they can use during an activity. This list of questions can also be co-constructed with the students.
3. Provide students with example strategies they can use to improve their understanding when they discover it is low. This list of strategies can also be co-constructed with students.
4. Depending on the nature of the activity, also model a process that students can use to record key thoughts during an activity, for example, in a journal or as margin notes. Key thoughts may include:
 - a. Questions that come up for students during an activity, e.g., wondering about the meaning of what they have read or a scientific outcome, noticing when they are not understanding a concept or process.
 - b. Possible answers to questions they have, e.g., speculations that they will need to confirm later.
 - c. A chosen strategy to increase understanding in an area they found difficult.
 - d. Insights that occur during the course of an activity.
5. Debrief with students after the activity to share with one another thoughts on what worked and what didn't in the metacognitive process. Define next steps towards improving metacognitive self-assessment.



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Student “Self-Assessment” Protocol

The next protocol is for students to use to reflect on their use of the “self-assessment” protocol. Model the process for students as you work through a problem or example in your content area, and then ask students to complete this reflection.

Questions to Ask Myself During Process: What Am I Thinking?	Strategies to Use to Help My Thinking
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Module 6

Classroom Culture, Peer & Self-Assessment