# Self-Assessment: Templates: evaluate

TEACHER

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|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year**: | |  | | **Title:** | | **Student Name:** | |
| **Summary** | | | | | | | |
| [Provide a description of the assessment activity here].  A SOLO Taxonomy Approach to self-assessment using Pam Hook’s Self-Assessment Resource as a framework for designing the levels: <http://pamhook.com/tools/SelfAssessment.html#slide0> | | | | | | | |
| **Achievement standard text** | | | | | | | |
| [Include the relevant statements of achievement] | | | | | | | |
| Bloom’s Taxonomy reference: *[Category]*  *[Optional: Include the relevant Bloom’s Taxonomy category active verb description here. What are you wanting to assess?]* | | | | | | | |
| *Pre-structural* | *Unistructural* | | *Multistructural* | | *Relational* | | *Extended abstract* |
| The student can: *[Please enter the type of project it is into the text below]* | | | | | | | |
| The student provides an evaluation of the [***project***], but needs help to think of examples and reasons as to why the feedback was provided. | The student independently provides an evaluation of the [***project***] and gives a reason or examples from the game that supports their evaluation. | | The student independently provides an evaluation of the ***[project]*** and gives several reasons supporting their evaluation, using examples from the [***project***]. | | The student independently provides an evaluation of the [***project***] and gives several examples from the [***project***] supporting their evaluation as well as justification for why these are important feedback points for improving the [***project***] to meet user needs and/or sustainability. | | The student independently provides an evaluation of the game and gives several examples from the [***project***] to support their evaluation.  They provide justifications for why the feedback points are important for improving the [***project***] to meet **user needs** and/or **sustainability**.  In addition to their feedback points, the student can include a summary evaluation of the [***project***] that brings together all their key points to make one overall judgement. |
| **Comments** | | | | | | | |

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STUDENT

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Title**: | | | **Student Name**: | |
| **Assessment Task**  Your task was to evaluate and provide feedback on **[your own game/a peer’s game]** and how it meets user needs or sustainability. Your task here is to self-assess your ability to provide feedback on ***[a game]***.  Read the boxes below and select (circle/highlight/tick) the one that you feel best describes the level of detail that you provided in your feedback.  *[Please enter the type of project it is into the text below]* | | | | |
| I can provide feedback **[*on a game*]**.  I need help from the teacher in explaining my feedback using examples from ***[the game]***. | I can provide feedback **[*on a game*]** on my own.  I can justify my feedback with at least one example from ***[the game]***. | I can provide feedback **[*on a game*]**.  I can provide two or more reasons justifying my feedback with examples from ***[the game]***. | I can provide feedback **[*on a game*]**.  I can provide two or more reasons justifying my feedback.  I can explain why my feedback is important/relevant for improving ***[the game]*** to meet user needs and/or sustainability. | I can provide feedback **[*on a game*]**.  I can provide two or more reasons justifying my feedback.  I can explain why my feedback is important/relevant for improving ***[the game]*** to meet user needs and/or sustainability.  In addition to key feedback points, I can also include a summary of my combined feedback points that make an overall judgement of ***[the game]***. |
| **Summary**  The strengths of my feedback was that it included….  Next time, I will improve my feedback by including…. | | | | |

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