



8.2 | Apply: Tracking and Self-Assessment Forms

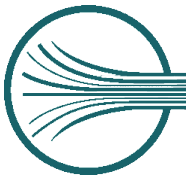
Along with providing feedback on learner progress and peer assessment, robust instructional designs prompt students to *self-assess* themselves and to track their own learning progress. New technologies are constantly being introduced to help learners monitor progress and learning, from spreadsheets and graphs to reminder systems and apps. An Internet search for grade and progress tracking will yield a variety of results such as these tracking templates for Excel: <https://templates.office.com/en-us/planners-and-trackers> In addition, we've included a few self-assessment examples below that you can customize.

Student Self-Assessment for Self-Management Skills

Elements	Always	Sometimes	Never	Things I can do
Self-motivation: "I can motivate myself when I need to."				Set goals; use positive self-talk; arrange or imagine rewards or punishments for myself.
Methods of learning: "I know how to use a variety of study methods for different types of learning activities or tests."				Outline; organize; question myself; summarize material; track my progress; elaborate on the material; rehearse material; make the material meaningful.
Use of time: "I plan how I use my time and set a schedule for learning activities."				Track my use of time; use time boxes; organize my time; reminders; prioritize tasks; etc.
Physical environment: "I modify or change my study environment so I can concentrate."				Change my location; adjust time of study; take breaks for exercise, water, or healthy snacks; etc.
Social environment: "I seek help when I need it."				Ask for help from an instructor or peers; work alone or with others when I need to; seek resource materials when I need them.
Performance: "I evaluate my work to determine my progress toward meeting my personal and academic goals."				Keep track of my grades and progress; monitor my work under different conditions to see what works best for me; try to become aware of how I do on a test before getting it back from the teacher; I observe myself learning.

Pre- & Post-Test Questions to Prompt Student Self-Reflection & Improve Metacognition

Before the test:	After the test:
1. What grade do you think you will get on this test?	1. How do I feel I did on the test?
2. How did you study for this test?	2. Why was I successful or not successful?
3. How much time did you study?	3. What do I need to do to improve next time?
4. When did you study?	4. What do I need from the teacher to help me improve?



Self-Assessment for Team or Small Group Work

Group Process Self-Assessment

On a scale of one to five (with five being the highest), rate your contribution to the group project (circle the appropriate rating below):

- 5 Very important contributions to all project components and in all phases of implementation; facilitated the work of others without taking over.
- 4 Significant contribution (made important suggestions and helped others in substantial ways; had an influential role in all project components).
- 3 Some contributions (made a few useful suggestions, helped other people with their research, problems, and contributed to the development of various project components; reminded others to keep working).
- 2 A minor contribution (made a least one useful suggestion, occasionally helped others, wasted little time, minor role in developing one or two different components of the project).
- 1 No real contribution (made no suggestions, did not help anyone, did little work, wasted time).

Briefly explain why you rated yourself as you did:

Rate the percent contribution of the other people in your group and explain your ratings (these ratings are anonymous; be sure to list yourself; total of all ratings should add up to 100%):

Group Member: _____ Percent of work contributed: _____
Group Member: _____ Percent of work contributed: _____
Group Member: _____ Percent of work contributed: _____
Group Member: _____ Percent of work contributed: _____
Total of all percentages: _____