

## Student Self-Assessment

*Effective learners operate best when they have insight into their own strengths and weaknesses and access to their own repertoires of strategies for learning. For the past 20 years or so, this type of knowledge and control over thinking has been termed metacognition.*

— Ann Brown, *The Advancement of Learning*

**Goal and purpose:** For students to become aware of the skills they need to be working on in order to have a successful havruta. Each havruta meeting is a dynamic changing experience and there is always something for the student to be working on. By filling in the chart and answering the questions, students will be self-assessing their performance. They can then use this information to help strengthen their havruta partnerships.

- 1 Review this chart with students before they go into their havruta. Talk about each “Look for” so they know what to pay attention to in their havruta.
- 2 Discuss why it is important to do self-reflection.
- 3 Create a self-assessment document based on the sample chart below and then share it with students in google classroom or separate google docs for each student.
- 4 Give students 5-7 minutes at the end of havruta to fill in the chart. For those students new to filling out this kind of a chart, give them a little more time.
- 5 The teacher should look at each student’s self-reflection and make comments.
- 6 At the beginning of the next class, ask if anyone wants to share. This shows the class that everyone has something to work on.
- 7 You can use this multiple times and then have students go back to see their progress.
- 8 Extension: students can share strategies and you can build a class list of common strategies particular to your class and curriculum. This gives students a class generated “anchor chart” of strategies. By doing this, teachers honor students’ thinking and problem-solving while building buy-in. There are a few different options for making the class generated “anchor chart” available to students. The teacher can create a folder in their google drive and have it there for students to look at during havruta. For many students the best way to use it may be to print it out to keep in a special folder that they should pull out during havruta.

### Sample Reflection Chart

You as the teacher should decide what havruta partnership “Look Fors” you want to emphasize at any given time. We have filled in some examples in the following chart. For additional ideas of “Look Fors” refer to the list of “Havruta Skills” on the [Havruta Warm-Up exercise for upper elementary and middle school](#) or the list of “Practices for good havruta partnership” on the [Warm-Up for high school students](#).

## REFLECTION on Havruta or Small Group Learning

Name:

My Havruta's Name

| "Look Fors"   | GREAT | OKAY | NEEDS WORK |
|---|-------|------|------------|
| Did everyone participate equally?   |       |      |            |
| Were you prepared for the havruta discussion?   |       |      |            |
| Did you refer to evidence from the text?  |       |      |            |
| Did you follow the "One voice at a time" expectation?                                   |       |      |            |
| Did you use listening prompts during your discussion such as, "Please tell me more..."? |       |      |            |
| Did you build on someone else's idea?   |       |      |            |

Adapted from the PoP work of Michelle Janoschek

