

Peer Feedback Continuum

	<i>Beginning</i>	<i>Developing</i>	<i>Progressing</i>	<i>Extending</i>
Structured Occasions	Limited structured occasions to support students providing and using feedback.	Adequate structured occasions to support students providing OR using feedback.	Adequate structured occasions to support students providing AND using feedback.	Powerful structured occasions to support students providing and using feedback.
Attention to Learning Goals and Success Criteria	Student feedback makes some reference to the Learning Goal and/or Success Criteria but does not support the Learning Goal and/or reflect the Success Criteria.	Student feedback references the Learning Goal and Success Criteria but minimally supports the Learning Goal and the Success Criteria.	Student feedback clearly references and supports the Learning Goal and reflects the Success Criteria.	Students can justify the feedback they provide to peers (e.g., what evidence in your learning and/or work related to the Goals and Criteria; "I used to give you this feedback..."; and "why I think this feedback will strengthen and/or improve your learning and/or work").
Engaging Thinking	<p>Student feedback is evaluative (i.e., summative in nature – a grade, an evaluative comment).</p> <p>----- OR -----</p> <p>Student feedback does all the thinking for the peer (e.g., provides the solution or gives a specific direction to follow).</p>	<p>Student feedback does most of the thinking for the peer (e.g., provides a strong hint about the solution or prescribes a means for improvement).</p> <p>----- OR -----</p> <p>Student feedback partially scaffolds a next step for the peer to take (e.g., an area to work on).</p>	<p>Student feedback scaffolds an appropriate next step for the peer to take (e.g., an area to work on, followed by a suggestion or a cue).</p>	<p>Students giving and receiving feedback engage in productive, reciprocal discussion about their descriptive feedback (e.g., asking clarifying questions, discussing how peer feedback relates to peer's own work, discussing suggestions for improvement/next steps).</p>
Applying Feedback	<p>Students agree or disagree with the evaluative feedback, without advancing thinking and/or improving work products.</p> <p>----- OR -----</p> <p>Students apply or do not apply the feedback as directed, without engaging in any thinking about their work.</p>	<p>Students consider the feedback and make a decision about how to use the feedback (or not) to the specific piece of work without setting a goal for their next steps or broader learning.</p>	<p>Students use the feedback to focus on an area for improvement or a means to advance thinking and set a goal for next steps or broader learning.</p>	<p>Students apply the feedback with the purpose of advancing their thinking and/or improving their work products by setting a clear goal(s) for next steps in their current learning and making a plan to meet the goal or to direct future learning.</p>

The shaded row focuses on teacher actions and the non-shaded rows focus on the students.

Self-Assessment Continuum

	<i>Beginning</i>	<i>Developing</i>	<i>Progressing</i>	<i>Extending</i>
Structured Occasions	Limited opportunity or lack of structure to support self-assessment. The focus is on superficial/trivial tasks and/or correctness or accuracy. There is little or no support for metacognitive thinking.	Adequate structures to support self-assessment, providing students with some support for metacognitive thinking (i.e., do I have the pre-requisite knowledge/ understanding/skills to undertake this learning, where am I now, what do I need to do next to move forward?).	Adequate structures to support self-assessment, providing students with support for metacognitive thinking (i.e., do I have the pre-requisite knowledge/ understanding/skills to undertake this learning, where am I now, what do I need to do next to move forward?).	Powerful opportunities provided for self-assessment that clearly engage students in metacognitive thinking (i.e., I have the pre-requisite knowledge/ understanding/skills to undertake this learning, I recognize how far I have moved forward from the pre-requisites, I am clear what I need to do next to advance my learning and can take action).
Attention to Learning Goals and Success Criteria	Students engage in self-assessment at a superficial level (i.e., without reference to pre-requisite learning or current Learning Goal and Success Criteria) and are evaluative in their assessment (i.e., a grade, an evaluative comment).	With support, students reference pre-requisite learning and the current Learning Goal and Success Criteria in their self-assessment process and are able to think about next steps.	Students independently reference the Learning Goal and Success Criteria in self-assessment and are able to set goals for improvement based on their self-assessment <i>either</i> on their own <i>or</i> with teacher or peer support.	Students can justify their self-assessment and can independently set well-developed Goals likely to lead to improvement (e.g., here's the evidence in my learning/work related to the Goals and Criteria that I used to set goals for improving my learning/work).
Student Attitude	Students do not understand the purpose of self-assessment, and they do not take the process seriously; they have difficulty making an honest assessment of their learning/work.	Students have some understanding of the purpose of self-assessment and attempt to make a mostly honest assessment of their learning/work.	Students understand the purpose of self-assessment; they take the opportunities for self-assessment seriously, and are able to make an honest assessment of their learning/work.	Students take the opportunity for self-assessment seriously. They fully engage in, and clearly value, the process, which they regard as important to their own learning.
Information for Teacher	The teacher has little or no information from the student self-assessment to inform next instructional steps.	The teacher has some information from the student self-assessment to inform next instructional steps.	The teacher has sufficient information from the student self-assessment to meaningfully inform next instructional steps.	The teacher has sufficient information from the student self-assessment to encourage the student in taking the next steps in his/her learning.

The shaded rows focus on teacher actions and the non-shaded rows focus on the students.