

Students often take tests without knowing what the test measures beyond the most general level—“reading,” “social studies,” or “science.” When asked to use test results to set goals, without more specific understanding of what learning the test represents, students often write goals such as “study more,” “take my book home,” or “try harder.” Although noble, these goals do not focus on what students actually need to learn, and therefore can be of limited use.

This activity has two versions, one for secondary and one for elementary students. Both versions require that you make a numbered list of the learning targets to be assessed. Both versions also require that you know the learning target addressed by each item on the test.

Secondary Version

1. Make a numbered list of the learning targets assessed on the test.
2. On the chart, “Identifying Your Strengths and Focusing Further Study,” do the following:
 - In the “Problem” column, number from 1 to however many problems are on the test.
 - In the “Learning Target No.” column, identify which learning target each problem addresses. Use the numbered list you created in step 1.
3. Copy the chart for each student and hand it out with the test.
4. As students take the test, they note on the chart whether they feel confident or unsure of the correct response to each item.
5. Correct the tests and hand them back, along with the numbered list of learning targets.
6. Students complete the rest of the chart by following the instructions at the bottom of the page.
7. Students identify their own specific strengths and areas for further study by following the steps explained on the form entitled “Analyzing Your Results.”

Analyzing Your Results

My Strengths

To identify your areas of strength, write down the learning target numbers corresponding to the problems you felt confident about and got right. Then write a short description of each target or problem.

Learning Target No.	Learning Target or Problem Description

My Highest Priority for Studying

To determine what you need to study most, write down the learning target numbers corresponding to your marks in the “Further Study” column (problems you got wrong, *not* because of a simple mistake). Then write a short description of each target or problem.

Learning Target No.	Learning Target or Problem Description

What I Need to Review

Do the same thing for the problems you were unsure of, but got right, and for the problems on which you made simple mistakes.

Learning Target No.	Learning Target or Problem Description

Elementary Version

1. Make a list of the learning targets assessed on the test.
2. On the chart entitled “Self-Reflection and Goal Setting,” adjust the “Problem” column to reflect the number of problems on your test.
3. Write the learning target each problem addresses in the “Learning Target” column.
4. Copy the chart for each student.
5. Hand it out when you return the test and have students mark whether they got each problem right or wrong.
6. Have them review the ones they got wrong to decide if they understand what they did wrong (simple mistake), or if they don’t know why it’s wrong (more study). Have them mark the corresponding column.
7. Students analyze their results by completing the form entitled “My Strengths and Areas for Further Study.”

Self-Reflection and Goal Setting

Problem	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

MY STRENGTHS AND AREAS FOR FURTHER STUDY

Name: _____

Subject: _____ Test Date: _____

I AM GOOD AT THESE!

Learning targets I got right:

I AM PRETTY GOOD AT THESE, BUT NEED TO DO A LITTLE REVIEW

Learning targets I got wrong because of a simple mistake:

I NEED TO KEEP LEARNING THESE

Learning targets I got wrong and I'm not sure what to do to correct them:

Source: Adapted from *Assessment FOR learning: An Action Guide for School Leaders* (p. 199), by S. Chappuis, R. J. Stiggins, J. Arter, & J. Chappuis, 2004, Portland, OR: Assessment Training Institute. Adapted by permission.