



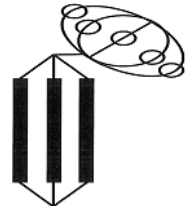


## HOT EFFECTIVE PEDAGOGY RUBRIC

Using dimensions identified in NEW ZEALAND CURRICULUM [elaborated through BEST EVIDENCE SYNTHESIS 2003]

	Rubric Learning Outcomes based on the Structure of Observed Learning Outcomes - SOLO Taxonomy Biggs and Collis 1982				
	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended abstract
<b>Biggs and Collis</b>	Learning outcomes show unconnected information, no organisation.  <i>E.g. "I need help or direction"</i>	Learning outcomes show simple connections but importance not noted.  <i>E.g. "I will have a tilt at it"</i>	Learning outcomes show connections are made, but significance to overall meaning is missing.  <i>E.g. I will use trial and error to find a solution"</i>	Learning outcomes show full connections made, and synthesis of parts to the overall meaning  <i>E.g. "I plan to do X because it will ... I know what to do and why .."</i>	Learning outcomes go beyond subject and makes links to other concepts - generalises  <i>E.g. "I sense what to do to find the best solution .... "</i>
<b>Swartz and Perkins</b>	Tacit	Aware		Strategic	Reflective
<b>Gordon Training Institute</b>	unconscious incompetence or unconscious unskilled	conscious incompetence or conscious unskilled		conscious competence or conscious skilled	unconscious competence or unconscious skilled
<b>Creating a supportive learning environment.</b>					
Belonging  <i>BES #2. Pedagogical</i>	I know that interacting with students creates a	I interact with my students in a caring way that creates a learning	I interact with my students in a caring way that creates a learning community where	I model caring, inclusive and cohesive interactions with my students and explain	I model caring, inclusive and cohesive interactions with my students and explain why I am

<p><i>practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities.</i></p>	<p>caring supportive classroom environment where students feel they belong but I am not certain how to achieve these interactions with students.</p>	<p>community where students feel they belong.</p> <p>I feel a genuine warmth for other members of the learning community.</p>	<p>students feel they belong, know their contribution is valued, feel advantaged by belonging, and know they will be missed if they do not attend.</p> <p>There is a genuine warmth between all members of the learning community.</p>	<p>why I am behaving in this way so that they can learn how to co-create a learning community in our classroom where we all feel we belong, know we can contribute, feel advantaged by belonging, and know we will be missed if we do not attend.</p> <p>There is a genuine warmth, interest and engagement in learning between all members of the community.</p>	<p>behaving in this way so that they can learn how they help co-create a learning community in our classroom where we all feel we belong, know we can contribute, feel advantaged by belonging, and know we will be missed if we do not attend.</p> <p>There is a genuine warmth, interest and engagement in learning between all members of the community.</p> <p>We constantly monitor all interactions in the community to inform our future practices and interactions with the community.</p>
<p><b>High expectations linked to student capabilities.</b></p> <p><i>BES #1. Quality teaching is focused on student achievement (including social outcomes) and</i></p>	<p>I know that teacher expectations have been shown to influence student motivation, but I am not confident I know what “having high expectations” means in terms of my classroom practice.</p>	<p>I have high expectations for the learning outcomes of my students in my classroom practice and set an appropriate pace for learning.</p>	<p>I have high expectations based on assessment of student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning. However, when it doesn’t work out I don’t know why my students do not meet my expectations.</p>	<p>I have high expectations based on assessment of student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning. I set specific, proximal and hierarchical learning goals. I continually seek feedback on / assessment of my students’</p>	<p>I have high expectations based on student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning. I set specific, proximal and hierarchical learning goals. I continually seek feedback on/ assessment of my students’ capabilities so that the high expectations I hold are</p>

<p><i>facilities high standards of student outcomes for heterogeneous groups of students. Alton-Lee 2003 BES</i></p> <p><i>"The teacher establishes and follows through on appropriate expectations for learning outcomes and the pace at which learning should proceed."</i></p> <p><i>"High expectations are necessary but not sufficient, and can be counterproductive, when not supported by quality teaching."</i></p> <p><i>Academic norms are strong and not subverted by social norms.</i></p>				<p>capabilities so that the high expectations I hold are realistic, achievable and supported by my teacher practice.</p>	<p>realistic, achievable and supported by my teacher practice.. I use formative and summative assessment and feedback from students and my peers to inform my future teaching practice.</p>
<p><b>Respect</b></p> <p>BES#2. Pedagogical practices enable classes and other</p>	<p>I expect students to be respectful.</p>	<p>I expect students to be respectful of the efforts of other learners.</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners.</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners. I make this explicit to</p>	<p>I expect students to be respectful of the efforts of other learners and I respect my students as learners. I model respectful behaviours</p>

<p>learning groupings to work as caring, inclusive, and cohesive learning communities.</p> <p><i>Caring and support is generated through the practices and interactions of teacher(s) and students.</i></p> <p><i>BES #10. Teachers and students engage constructively in goal-oriented assessment.</i></p> <p><i>Teachers manage the evaluative climate so that academic norms are not undermined but supported by social norms.</i></p> <p><i>Teachers adjust their teaching to take account of the results of assessment.</i></p>				<p>students by modelling respectful behaviours in my own learning interactions with students.</p> <p>For example I ask for and respect the feedback students offer on the effectiveness of my teaching on their learning outcomes, just as my students ask for and respect the feedback and feed-forward I offer on their learning outcomes.</p>	<p>in my own learning interactions with students.</p> <p>For example I ask for and respect the feedback students offer on the effectiveness of my teaching on their learning outcomes, just as my students ask for and respect the feedback and feed-forward I offer on their learning outcomes.</p> <p>I monitor the effectiveness of the strategies we adopt to show mutual respect for each others' learning outcomes.</p>
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<p><b>Respect and affirm cultural identity (including gender identity).</b></p> <p>BES # 3. Effective links are created between school and other cultural contexts in which students are socialised, to facilitate learning. <i>Alton-Lee 2003 BES</i></p> <p><i>Quality teaching respects and affirms cultural identity (including gender identity) and optimises educational opportunities.</i></p>	I expect students to be respectful.	I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful.	I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I am developing strategies to help them achieve this	I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I am developing strategies to help them achieve this. I have a range of strategies to support this when necessary.	I respect and affirm the cultural and gender identity of my students to optimise educational opportunities and I expect students to be mutually respectful. I model respectful behaviours regarding different cultures and when interacting with students. I monitor the effectiveness of the strategies we adopt to help students achieve this.
<b>Encouraging reflective thought and action.</b>					
SOLO Taxonomy as a common language	I need help to understand/	I use SOLO Taxonomy, HOT maps and self-	I integrate SOLO Taxonomy, HOT maps and self assessment rubrics	I integrate SOLO Taxonomy, HOT maps and self	I have infused SOLO Taxonomy, HOT Maps and

<p><b>of learning outcomes</b></p> <p>BES # 7. Curriculum goals, resources including ICT usage, task design, teaching and school practices are effectively aligned. <i>Alton-Lee 2003 BES</i></p> <p><i>Whole school alignment enables a common language, teacher collaboration and reflection and other synergies around improving teaching.</i></p> <p><i>BES # 4. Quality teaching is responsive to student learning processes. Alton-Lee 2003 BES</i></p> <p><i>Teachers have knowledge of the nature of student learning processes in the curriculum area, can interpret student behaviour in the light of this knowledge and are responsive, creative and effective in facilitating learning processes.</i></p>	<p>introduce SOLO Taxonomy as the common language for student understanding of learning outcomes.</p> <p>e.g. Reference to learning outcomes is predominately based on teacher WALT statements and there is little reference to or evidence of SOLO Taxonomy, HOT Maps or rubrics in student work.</p>	<p>assessment rubrics to supplement my existing teaching programmes.</p> <p>e.g. I SOLO code my learning intentions (WALT statements) at the start of each learning experience. The SOLO coded HOT maps and student self assessment rubrics used in my teaching programme in designing learning experiences that mainly reinforce lower cognitive skill development (unistructural and multistructural learning outcomes) relating to the content under investigation.</p>	<p>to scaffold differentiated learning outcomes in my planning.</p> <p>e.g. I SOLO code my learning intentions (WALT statements) at the start of each learning experience. I use SOLO coded rubrics as success criteria for students. The SOLO coded HOT maps and student self assessment rubrics are thoughtfully integrated into my teaching program to scaffold differentiated learning experiences and to unpack questions for learning. HOT SOLO coded maps and self assessment rubrics are employed throughout the learning experiences to reinforce both cognitive skill development and content understanding across multistructural, relational and extended abstract levels.</p>	<p>assessment rubrics to complement differentiated learning outcomes in the design, implementation and assessment of learning within my teaching practices.</p> <p>I share these SOLO coded intended learning outcomes and co-create rubrics with SOLO coded success criteria with students in a way that helps them understand their own learning processes.</p> <p>e.g. The learning purpose of HOT SOLO coded learning experiences, HOT maps and self assessment rubrics and questions for learning is shared with students in a manner that provides for student understanding of their own learning process. Emphasis is placed on student identification of the differentiated learning outcomes within the class and individual learning experiences.</p>	<p>self-assessment rubrics in the design, implementation and assessment of learning within my teaching practices.</p> <p>My students and I understand how the SOLO Taxonomy aligns with and assists teaching and learning and can innovate to apply it to new situations. I seek student feedback about its effectiveness, and use this feedback to inform my practice.</p> <p>e.g. Students have ready access to and a complete understanding of differentiated learning outcomes through SOLO Taxonomy, and have access to HOT mapping, self assessment rubrics, and an array of learning outcome coded questioning, ICTs and thinking interventions. They create their own success criteria using SOLO Taxonomy coded rubrics. The curriculum for learning is personalised, with the content emerging based on the needs of the individual</p>
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<p><i>teaching and school practices are effectively aligned.</i></p> <p><i>Curricular alignment: The use of resources, teaching materials and ICT is aligned with curriculum goals to optimise student motivation and accomplish instructional purposes and goals.</i></p> <p><i>Pedagogical strategies are evaluated in relation to curricular goals.</i></p>	<p>achieve learning goals, but I am not confident I know how to provide these opportunities in terms of my classroom practice.</p>		<p>students to achieve learning goals I don't know how I should do things differently.</p>	<p>learning goals. I identify success criteria for the use of these ICTs that align with specific learning outcomes.</p>	<p>success criteria for the use of these ICTs that align with specific learning outcomes. I seek student and peer feedback to better inform the use of ICTs to enhance the conditions of value for identified specific, proximal and hierarchical learning outcomes.</p>
<b>Enhancing the relevance of new learning.</b>					
<p><b>SOLO Taxonomy as a model of learning.</b></p> <p><i>BES # 4. Quality teaching is responsive to student learning processes. Alton-Lee 2003 BES</i></p> <p><i>Teachers have knowledge of the nature of student learning processes in the curriculum area, can interpret student behaviour in the light of this knowledge and are responsive, creative and effective in facilitating learning processes.</i></p>	<p>I need help to use SOLO Taxonomy as a model of learning when encouraging students to take ownership of their own learning.</p>	<p>I use SOLO Taxonomy, as a model of learning when encouraging students to take ownership of their own learning.</p>	<p>I use SOLO Taxonomy as a model of learning to indicate the depth of learning process in intended learning outcomes when encouraging students to take ownership of their own learning.</p>	<p>I use SOLO Taxonomy as a model of learning to indicate the depth and breadth of learning process in intended learning outcomes AND align the full range of learning experiences so that my students can achieve deep level understandings in any intended learning outcome when encouraging students to take ownership of their own learning.</p>	<p>I use SOLO Taxonomy as a model of learning to indicate the depth and breadth of learning process in intended learning outcomes, align the full range of learning experiences so that my students can achieve deep level understandings in any intended learning outcome AND seek student and peer feedback on achievement of intended learning outcomes to better inform the use of SOLO Taxonomy as a model of learning when encouraging students to take ownership of</p>



					their own learning.
<b>Facilitating shared learning.</b>					
<p><b>Co-operative learning</b></p> <p>BES # 2. Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities. <i>Alton-Lee 2003 BES</i></p> <p><i>Optimal use is made of complementary combinations of teacher-directed groupings, co-operative groups, structured peer interaction and individual work (including homework) to facilitate learning cycles.</i></p> <p><i>Teaching includes specific training in collaborative group work with individual accountability mechanisms, and students demonstrate effective co-operative and social skills that enable group processes to facilitate learning for all</i></p>	<p>I know that providing opportunities to learn in groups can facilitate learning cycles, but I am not confident I know how to provide these opportunities in terms of my classroom practice.</p>	<p>I provide opportunities to learn in teacher directed groupings to facilitate learning cycles.</p>	<p>I provide opportunities to learn in teacher directed groupings co-operative groups, structured peer interaction and individual work (including homework) to facilitate learning cycles.</p> <p>My teaching includes specific training in collaborative group work</p>	<p>I provide opportunities to learn in teacher directed groupings co-operative groups, structured peer interaction and individual work (including homework) to facilitate learning cycles. I involve students in creating learning groupings to work as caring, inclusive and cohesive learning communities</p> <p>My teaching includes specific training in collaborative group work and individual accountability mechanisms to enable group processes to facilitate learning for all student participants.</p>	<p>I provide opportunities to learn in teacher directed groupings co-operative groups, structured peer interaction and individual work (including homework) to facilitate learning cycles. I involve students in creating learning groupings to work as caring, inclusive and cohesive learning communities. I seek feedback on the effectiveness of these opportunities which I use to inform my practice.</p> <p>My teaching includes specific training in collaborative group work and individual accountability mechanisms to enable group processes to facilitate learning for all student participants. I seek feedback on the effectiveness of these opportunities which I use to inform my practice.</p>

participants.					
<b>Making connections to prior learning and experience.</b>					
<b>Links to prior experience</b>  <i>BES # 5. Opportunity to learn is effective and sufficient. Alton-Lee 2003 BES</i>  <i>Quality teaching recognises and builds on students' prior experiences and knowledge.</i>  <i>Curriculum enactment has coherence, interconnectedness and links are made to real life relevance.</i>	I know that that creating links to real life has been shown to help engage students in their learning, but I am not confident I know how to create these links in terms of my classroom practice.	When planning my teaching and learning activities I try to create links to real life to help engage students in their learning.	When planning my teaching and learning activities I create links to real life to help engage students in their learning. However, when these links to real life fail to engage students I don't know how I should do things differently.	When planning my teaching and learning activities I use students' prior experience and knowledge and real life relevance. I involve students in co-creating links to real life and prior experiences to help engage students in their learning	When planning my teaching and learning activities I use students' prior experience and knowledge and real life relevance. I involve students in co-creating links to real life and prior experiences to help engage students in their learning  I use student feedback to better inform the use of these links in my planning and teaching practice.
<b>Providing sufficient opportunities to learn</b>					
<b>Sufficient opportunities to learn</b>  <i>BES # 5. Opportunity to learn is effective and sufficient.</i>  <i>Students have sufficient and appropriate opportunities for practice and application. Alton-Lee</i>	I know that providing sufficient and appropriate opportunities to learn helps students achieve deeper learning outcomes, but I am not confident I	I provide opportunities to learn through practice and application to help students achieve deeper learning outcomes.	I provide sufficient opportunities to learn, using a range of strategies for practice and application to help students achieve deeper learning outcomes. However, when these strategies do not work I don't know how I should do things differently.	I provide sufficient opportunities to learn, using a range of strategies for practice and application to help students achieve deeper learning outcomes. I involve students in co-creating their own toolbox of strategies for practice and application to help them achieve deeper learning outcomes.	I provide sufficient opportunities to learn, using a range of strategies for practice and application to help students achieve deeper learning outcomes. I involve students in co-creating their own toolbox of strategies for practice and application to help them achieve deeper learning outcomes. I seek feedback on the effectiveness

2003 BES	know how to provide these opportunities in terms of my classroom practice.				of these opportunities which I use to inform my practice.
<b>Differentiation</b>  <i>BES # 1. Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students. Alton-Lee 2003 BES</i>  <i>Quality teaching facilitates the learning of diverse students and raises achievement for all learners.</i>  <i>BES # 2. Pedagogical practices enable classes and other learning groupings to work as caring, inclusive, and cohesive learning communities. Alton-Lee</i>	I know that the meeting learning needs of diverse students require differentiation of content, process, product and learning environment but I am not confident I know how to provide these opportunities in terms of my classroom practice.	I know that the meeting learning needs of diverse students require differentiation of content, process, product and learning environment. I set specific proximal and hierarchical learning goals and have pedagogical strategies to help students achieve these differentiated learning outcomes in my classes.	I know that the meeting learning needs of diverse students require differentiation of content, process, product and learning environment. I set specific proximal and hierarchical learning goals and have a wide range of pedagogical strategies to help students achieve these differentiated learning outcomes in my classes.	I know that the meeting learning needs of diverse students require differentiation of content, process, product and learning environment. I set specific proximal and hierarchical learning goals and have a wide range of pedagogical strategies to help students achieve these differentiated learning outcomes in my classes. I identify success criteria for the use of differentiation strategies that align with specific learning goals.	I know that the meeting learning needs of diverse students require differentiation of content, process, product and learning environment. I set specific proximal and hierarchical learning goals and have a wide range of pedagogical strategies to help students achieve these differentiated learning outcomes in my classes. I identify success criteria for the use of differentiation strategies that align with specific learning goals. I seek peer and student feedback about their effectiveness in meeting learning needs for identified learning goals and use this to inform my practice.

<p>2003 BES</p> <p><i>Pedagogical practices pro-actively value and address diversity.</i></p> <p><i>The language and practices of the classroom are inclusive of all students.</i></p>					
<b>Teaching as Inquiry.</b>					
<p>Continual improvement.</p> <p>NZC Effective Pedagogy. Teaching as inquiry p.35.</p> <p><i>Focusing Inquiry: What is important (and therefore worth spending time on), given where my students are at</i></p> <p><i>Teaching Inquiry: What strategies (evidence-based) are most likely to help my students learn this?</i></p> <p><i>Learning Inquiry: What happened as a result of the teaching, and what are</i></p>	<p>I am open to learning new things and improving my teaching practice but I am not sure how or where to start.</p> <p>I am overwhelmed by the “new things” out there and need some guidance about where to start.</p>	<p>I am aware of the value of reflecting upon my teaching and being critical of areas I could improve. I attempt to focus on what is important given where my students are at.</p>	<p>I am aware of the value of reflecting upon my teaching and being critical of areas I could improve. I focus on what is important to my students given where their learning is at and trial different strategies (evidence based) that help students learn.</p>	<p>I am aware of the value of reflecting upon my teaching and being critical of areas I could improve. I think strategically about what is important to my students given where their learning is at and linking these to the strategies (evidence based) that are most likely to help my students learn this. I look at what happened as a result of the teaching and use student outcomes, student feedback and research to plan the next stages of learning.</p>	<p>I am aware of the value of reflecting upon my teaching and being critical of areas I could improve. I am committed to continually improving my teaching. It is just part of how I teach. I continuously reflect on “Is there something I need to change? What are the next steps for learning? My teaching practice is based on a cycle of planning, teaching and then reflection. I use student outcomes, student feedback and research to plan the next stages of learning.</p>

<i>the implications for future teaching.</i>					
<b>Purposeful assessment.</b>					
<b>Learning intentions</b>  BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES  <i>Teachers and students have clear information about learning outcomes.</i>  <i>Students have a strong sense of involvement in the process of setting specific learning goals.</i>	I know that explicit, proximal, hierarchical learning intentions can provide clear information about learning outcomes but I am not confident I know how to create clear learning intentions in terms of my classroom practice.	I create explicit learning intentions to provide clear information about learning outcomes in terms of my classroom practice	I create explicit, proximal hierarchical learning intentions to provide clear information about learning outcomes in terms of my classroom practice	I create explicit, proximal hierarchical learning intentions to provide clear information about SOLO Taxonomy coded learning outcomes in terms of my classroom practice. I involve students in the co-creation of these learning intentions.	I create explicit, proximal hierarchical learning intentions to provide clear information about SOLO Taxonomy coded learning outcomes in terms of my classroom practice. I involve students in the co-creation of these learning intentions.  I use student learning outcomes and seek student feedback to improve the clarity and effectiveness of these learning intentions.
<b>Success criteria</b>  BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES  BES # 8. Pedagogy scaffolds and provides	I know that explicit, success criteria can provide appropriate feedback for student task engagement but I am not confident I know how to	I create success criteria to provide appropriate feedback for student task engagement in the intended learning outcomes for the lesson.	I create explicit success criteria to provide appropriate feedback for student task engagement in the intended learning outcomes for the lesson.	I create explicit SOLO Taxonomy coded success criteria to provide appropriate feedback for student task engagement in the intended learning outcomes for the lesson. I involve students in the co-creation of these success criteria.	I create explicit SOLO Taxonomy coded success criteria to provide appropriate feedback for student task engagement in the intended learning outcomes for the lesson. I involve students in the co-creation of these success criteria.  I use student learning

<i>appropriate feedback on students' task engagement. Alton-Lee 2003 BES</i>	create success criteria for learning intentions in terms of my classroom practice				outcomes and seek student feedback to improve the clarity and effectiveness of these SOLO coded success criteria for engaging students in the tasks required to meet the intended learning outcomes in the learning intentions
<b>Feedback</b>  <i>BES # 8. Pedagogy scaffolds and provides appropriate feedback on students' task engagement. Alton-Lee 2003 BES</i>  <i>Tasks and classroom interactions provide scaffolds to facilitate student learning (the teacher provides whatever assistance diverse students need to enable them to engage in learning activities productively, for example, teacher use of prompts, questions, and appropriate resources including social resources).</i>	I know that explicit feedback provides scaffolds to facilitate student learning but I am not confident I know how to provide feedback in terms of my classroom practice.	I provide feedback to provide scaffolds to facilitate student learning.	I provide specific, appropriate, frequent, positive and responsive feedback to provide scaffolds to facilitate student learning.	I provide specific, appropriate, frequent, positive and responsive feedback and feedforward to provide scaffolds to facilitate student learning. In response my students provide specific, appropriate, frequent, positive and responsive feedback on their learning for me. We both use SOLO Taxonomy as a common language of learning process and learning outcomes.	I provide specific, appropriate, frequent, positive and responsive feedback to provide scaffolds to facilitate student learning. In response my students provide specific, appropriate, frequent, positive and responsive feedback on their learning for me. We both use SOLO Taxonomy as a common language of learning process and learning outcomes.  I use student learning outcomes and seek student feedback to improve the clarity and effectiveness of the feedback conversations in my classroom practice.

<p><i>Students receive effective, specific, appropriately frequent, positive and responsive feedback. Feedback must be neither too infrequent so that a student does not receive appropriate feedback nor too frequent so that the learning process is subverted.</i></p> <p>BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES</p>					
<p><b>Self &amp; Peer Assessment</b></p> <p>BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES</p> <p><i>Teachers manage the evaluative climate, particularly in context of public discussion, so that student covert or overt participation is supported,</i></p>	<p>I know that goal oriented self and peer assessment needs to be managed so that so that student covert or overt participation is supported, scaffolded and challenged without students being humiliated but</p>	<p>I manage goal oriented self and peer assessment so that so that student overt participation is supported without students being humiliated.</p>	<p>I manage goal oriented self and peer assessment so that so that student overt participation is supported, scaffolded and challenged without students being humiliated..</p>	<p>I manage goal oriented self and peer assessment so that so that student covert or overt participation is supported, scaffolded and challenged without students being humiliated. I encourage students to set and co-manage their own goal orientated assessments</p>	<p>I manage goal oriented self and peer assessment so that so that student covert or overt participation is supported, scaffolded and challenged without students being humiliated. My students set and co-manage their own goal orientated assessments.</p> <p>I use student learning outcomes and seek student feedback to improve the management of goal-oriented self and peer assessment in my classroom practice.</p>

<i>scaffolded and challenged without students being humiliated.</i>	I am not confident I know how to do this in terms of my classroom practice.				
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Alton-Lee, A. (2003) Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES). Ministry of Education.