



### This Really Good Stuff® product includes:

- *After-the-Lesson Self-Assessment Banner*, Write Again® wipe-off laminate
- *32 Student Name Sticks*
- *4 Student Name Stick Holders*, laminated
- *Zippered Storage Bag*
- This Really Good Stuff® Activity Guide

Congratulations on your purchase of this Really Good Stuff® **After-the-Lesson Self-Assessment Bulletin Board Kit**—an easy-to-use bulletin board display designed to offer a quick assessment of how well each student understands a specific lesson.

### Assembling and Displaying the After-the-Lesson Self-Assessment Bulletin Board Kit

Before displaying the **After-the-Lesson Self-Assessment Bulletin Board Kit**, make copies of this Really Good Stuff® Activity Guide, and file the pages for future use. Or, download another copy of it from our Web site at [www.reallygoodstuff.com](http://www.reallygoodstuff.com). Remove the *Student Name Sticks* and label each one with a student name or number. Store them in the *Zippered Bag* when not in use, keeping them close to the *Banner*. Display the *Banner* where students will be able to see and interact with it easily. Attach the *Student Name Stick Holders* in vertical, descending order beginning with the *Number 4 Stick Holder*. Always use a dry erase marker on the *Banner* in order to preserve its Write Again® wipe-off laminate surface.

### Introducing the After-the-Lesson Self-Assessment Bulletin Board Kit

Prior to a lesson, use a dry erase marker to write a clear, measurable learning goal or objective on the *Banner* header. Distribute the *Name Sticks* and allow each student to personalize his or her *Stick* with decorations.

Direct students' attention to the *After-the-Lesson Self-Assessment Banner* and reassure them that everyone learns at a different rate. Discuss with students that they will be reflecting on their understanding of learning goals and objectives and monitoring their progress. Remind students that a learning goal or objective identifies what they will learn or be able to do by the end of the lesson. At the end of each lesson, they will rate their understanding of the goals and objectives, which will help you to teach them. Pointing to the *Banner*, read the four indicators and provide an example of each indicator within the context of the objective. Explain to students the criteria for choosing a numbered *Stick Holder* for the objective:

1. A student should place his or her *Name Stick* in the *Number 1 Stick Holder* if he or she does not understand the lesson objective and needs help to demonstrate mastery.
2. The *Number 2 Stick Holder* is for students who are just starting to understand the lesson objective, but need a little more practice before they can complete it independently.
3. The *Number 3 Stick Holder* is for students who understand the lesson objective and can complete it independently.
4. The *Number 4 Stick Holder* is for students who understand the lesson objective, can complete it independently, and can teach other students.

Create a classroom culture in which students feel safe self-assessing and sharing their honest progress toward learning goals. Share a time in which you weren't able to master something on your very first try and needed additional practice to reassure them. Explain that honest ratings help you teach by seeing what they understand and finding out areas in which they need more help.

### After-the-Lesson Self-Assessment Procedures

At the end of a lesson, remind students of the objective. Then ask them to self-assess their progress toward that objective by implementing the Think-Pair-Share procedure. Allow students 30 seconds to silently and independently determine their ratings. Assign partners, then ask students to explain their ratings to their partners. Next, have them share their ratings with the class, giving them the opportunity to ask clarifying questions. Finally, tell students to place their *Name Sticks* in the appropriate *Holder* on the *Banner*. You can choose to incorporate this procedure into your daily routine.

### After-the-Lesson Self-Assessment Exit Pass

To promote a deeper level of self-assessment and to incorporate a written component, use the *After-the-Lesson Self-Assessment Exit Pass Reproducible* along with the *Name Sticks* or as a stand-alone assessment. Make enough copies of the *After-the-Lesson Self-Assessment Exit Pass Reproducible* for each student to have one pass, and cut them apart. Either pre-print the lesson objective at the top of each *Exit Pass* or instruct students to copy the objective. You can make an enlarged copy of an exit pass on chart paper, or use an enlarged electronic version on an interactive whiteboard or overhead projector. Model completing an *Exit Pass*, thinking aloud as you explain and justify the various ratings. For example, say, "I chose *Number 3* because I understand the lesson. I know that I am able to add and subtract fractions on my own. I am not a *Number 4* because I don't feel comfortable teaching others yet."

Distribute the *Exit Passes*. Write in the lesson objective on the blank line, instructing students to copy the lesson objective on their own *Exit Passes*. Next, direct students to write their names, circle their ratings, and explain and justify their choices. Tell them to refer to your model as an example. Collect the *Exit Passes* upon completion.

### After-the-Lesson Self-Assessment Class Chart

Use a copy of the *After-the-Lesson Self-Assessment Chart Reproducible* to keep a running record of student self-assessment responses during a unit. At the end of the lesson, record and tally the ratings. Use this information to guide your planning for re-teaching, grouping, peer tutoring, independent and guided practice, and for alerting support staff.

Students can also use the *After-the-Lesson Self-Assessment Chart Reproducible* to keep track of their progress within a unit. Copy and distribute the reproducible for students to keep in their folders. At the end of a lesson, instruct students to record their self-assessments. Encourage them to bring the completed chart home to share with their caregivers during or after a unit.

[illegible]

Name: \_\_\_\_\_

**After the lesson about**

\_\_\_\_\_

**I landed on this spot!**

**4** I understand and can teach others. I know this because \_\_\_\_\_  
\_\_\_\_\_

**3** I understand. I know this because \_\_\_\_\_  
\_\_\_\_\_

**2** I am starting to understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

**1** HELP! I do not understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**After the lesson about**

\_\_\_\_\_

**I landed on this spot!**

**4** I understand and can teach others. I know this because \_\_\_\_\_  
\_\_\_\_\_

**3** I understand. I know this because \_\_\_\_\_  
\_\_\_\_\_

**2** I am starting to understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

**1** HELP! I do not understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**After the lesson about**

\_\_\_\_\_

**I landed on this spot!**

**4** I understand and can teach others. I know this because \_\_\_\_\_  
\_\_\_\_\_

**3** I understand. I know this because \_\_\_\_\_  
\_\_\_\_\_

**2** I am starting to understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

**1** HELP! I do not understand. I need more help with \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

**After the lesson about**

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