

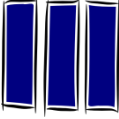
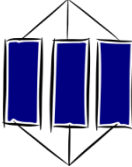
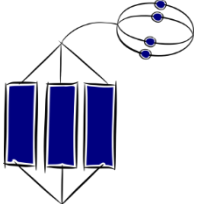


Purposeful Assessment: Self and peer Assessment					
<p>Self & Peer Assessment</p> <p>BES # 10. Teachers and students engage constructively in goal-oriented assessment. .Alton-Lee 2003 BES</p> <p>Teachers manage the evaluative climate, particularly in context of public discussion, so that student covert or overt participation is supported, scaffolded and challenged without students being humiliated.</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 I am not confident I know how to do this in terms of my classroom practice.</p>	<p>I manage goal oriented self and peer assessment so that student overt participation is supported without students being humiliated.</p>	<p>I manage goal oriented self and peer assessment so that so student overt participation is supported, scaffolded and challenged without students being humiliated..</p>	<p>I manage goal oriented self and peer assessment 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 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>
<p>Example</p>					
<p>Effective strategy</p>					