

The Power of Yet—Step by Step

The teacher will introduce the purpose and importance of this step to students.

- After completing a learning experience/assignment/project, the teacher will ask them to look carefully at their work in relation to the criteria and make any changes/additions necessary to meet them all. Students will have an opportunity for self and peer review before handing it in to see what they may have forgotten or what they can improve upon.
- Show the criteria of the task (e.g., paragraph, essay, story, and project) previously developed with the class or by the teacher.
- Have students work in pairs to peer review each criterion and circle/identify specific evidence in their work. (Variations: self-assessment on own; with a peer; with teacher preview; another adult/other)
- Using the template provided (or a similar one) with criteria statements and columns “Met” and “Not Yet Met”, students circle or highlight specific evidence on their work and put a checkmark in the appropriate column on their criteria sheets.
- Provide the time allowed for all students to make changes or additions if they have not yet met the criteria. Students, whose work has met the criteria, have the option to submit their work with their criteria sheets at that time or take another opportunity for revisions to enhance their work.
- Provide support to those students who may be unclear of what is required. This can be student or teacher initiated by checking off the conference requested bullet.
- Ask students to submit their revised work with their criteria sheets.
- Have all students complete the third column entitled “Please Notice” to indicate what they want their teacher to notice or be aware of related to the task or their efforts.

Specific Feedback:

Instead of:	Try:
<ul style="list-style-type: none">– You are a natural.– You are so smart.– You are so athletic.– Good job.– Well done.– Needs work.	<ul style="list-style-type: none">– Wow! You must have worked hard at....– You really put in a lot of detail in...– The opening sentence really draws the reader’s attention...– How are you doing with your goal so far?– What evidence do you have to support your thinking?– Where might you need to make any changes?– How can I help you?

For more information on self-assessment and goal-setting examples, see Gregory, K., Cameron, C., Davies, A. (2000). *Self-assessment and goal setting: For use in middle and secondary school classrooms*. Connections Publishing. pp. 29–31.