

GROWTH OPPORTUNITY



Preparation:

Here is a list of some of the things that successful students do to prepare for an assessment. Take a self-assessment by checking off the ones that you completed prior to taking this assessment.

- | | |
|---|---|
| <input type="checkbox"/> completed all review/preview assignments | <input type="checkbox"/> took a self-assessment prior to the assessment to help you know what you needed to work on |
| <input type="checkbox"/> corrected any review/preview problems that were incorrect | <input type="checkbox"/> began study/preparation at least 2 days prior to the assessment |
| <input type="checkbox"/> asked team members or teacher for help in understanding errors on review/preview | <input type="checkbox"/> filled out <i>Google Sheet</i> completely |
| <input type="checkbox"/> corrected any quiz problems that were incorrect | <input type="checkbox"/> came to the review/study session |
| <input type="checkbox"/> came in for extra help with concepts or skills that you found difficult | <input type="checkbox"/> other: |

Reflection:

When you take time to reflect and write out your thoughts, it has many benefits to your own learning and understanding. Take a few moments to answer the following questions in a thoughtful manner.

- How did you study/prepare for this assessment? Did you focus any of your study time on the problems we repeatedly talked about in class?
- Did you feel well prepared for this assessment? Why or why not?
- How did you think you were doing during this assessment? Look at your confidence level that you placed on each problem or the overall assessment.
- How do you feel about your work on this assessment now that you have it back?
- Additional thoughts or comments:

Error Analysis:

For each problem on the assessment that has been highlighted, you will be asked the reason it was highlighted. Below is a list for you:

- | | |
|---|---|
| <ul style="list-style-type: none">• simple computation error• copied or wrote something incorrectly• misread or misunderstood the problem• forgot a definition | <ul style="list-style-type: none">• I really had no idea how to solve the problem• I was absent from class when we discussed that concept or skill• other (<i>explain</i>): |
|---|---|

Improvement:

It is our belief that you learn from (or through) your mistakes. However, too often students only are concerned about the correct answer and not the conceptual understanding. It is this conceptual understanding that helps you to be successful in the future.

You will be given a sheet that looks similar to the box below. For each problem on the assessment that has been highlighted, please ...

- Re-write the problem number, the actual problem and the way you solved it
- Re-work the problem, showing your new work and including your new answer
- *Annotate* (write) your work with a *clear explanation* of what you did differently (using a different color of writing tool).
- *Be sure to keep this to help as a study guide for the next assessment!*

Problem # _____	new work
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Sample

Personal Conference:

Before you are done, you need to have a personal conference with the teacher about your understanding and your progress as you work to grow and learn more each day. Be prepared to celebrate what you did well, and to look at things upon which we can improve. This is also a time to talk about re-assessment if you feel you did not meet your own standards.

Student signature: _____

Date: _____

Teacher Signature: _____

Date: _____

- I would like to speak with my teacher about a possible re-take of one (or more) targets on this test where I did not show conceptual understanding or mastery.**

** certain conditions and restrictions may apply