

Self-Assessment for dialogue

This is a self-assessment for your students to use after they conducted a conversation in small groups or pairs. Its purpose is to help students consider the process and the way in which they conducted the dialogue, not the outcomes of the dialogue. In addition to this principle, this activity supports Learning Through Dialogue and Interaction.

Expected Outcomes – students will:

- ✓ Be able to reflect on their own behavior during a small group dialogue.
- ✓ Be able to use prompts that demonstrate their interest in the conversation.
- ✓ Be able to assess how they showed interest in what others had to say, by using prompts.
- ✓ Be able to evaluate how they built upon other's ideas during the dialogue.

Timing

The minimum amount of time you should plan for is 15 minutes.

Material

Offline	Blended
Copies of the paper assessment	Create a Google forms about the self-assessment: you can create it yourself as a teacher or let your students create it. More info on the tools?

Prepare yourself!



Prepare the assessment at the appropriate level for your students. The assessment can be on paper or in a digital format. It can require written language or use emojis and other visual aids.

As you look at the two offered assessments below, you will find that you will need to do some pre-work with your students about 'one voice at a time' – you can see in Learning Through Dialogue and Interaction a process for setting up [Civil Conversations](#).

Also, work with the students on questions prompts that help them clarify what someone is saying and demonstrates their curiosity. Such as: Can you tell me more about that? I'm not sure I understood, can you repeat that again?

Step-by-step

1. Input

Once the students have completed their assignment which required that they speak together in pairs or small groups, hand out the self-assessment.

2. Self-Assessment

Provide ample time for the students to complete the self-assessment.

3. Review

Collect and review the assessments. Reflect on how the students self-assessed to help you determine your next actions. For example:

- Do you want to have a class-wide conversation about your observations?
- What areas were challenging for the students that need review and extra practice?

4. Self-Assessment #1 (for readers and writers)









1. Did everyone participate equally in the conversation? If not, what could you have done differently?
2. Were you prepared for the discussion? How did you prepare?
3. Did you follow the “one voice at a time” rule? How did it feel?
4. Did you use listening prompts such as, “please tell me more,” and “Can you please repeat that, so I understand?”
5. Did you build on someone else’s ideas?

5. Self-Assessment #2 (Using visuals) for careful listening, speaking, having a new idea, and being prepared.

The seed and plant images explain that everyone is growing and practicing these skills. For each skill the students choose: I am just beginning (I’m a seed), I’m trying some more (I’s a seedling), I am getting more comfortable (I am a small plant), I am feeling great about this (I am a tree).



You can provide this on paper or make an evaluation form by or for your students on Google Forms. When you do the review of the answers, you can show your students the results of the questionnaire and teach them how to read the graphs.

Language	Image				
Careful listening					
Asking questions/ being curious					
Speaking					
Having a new idea					
Being prepared	