

Student Involvement Test Plan

“You Be George”

Here is the process:

1. The teacher identifies the learning target each item on the test represents and fills out the first two columns on the form.
2. Secondary students mark one of the next two columns—confident or unsure—for each item as they take the test. Younger students may skip this step—it’s not on the younger student’s form on the next page.
3. The teacher corrects the tests and hands them back.
4. Students mark the next two columns—right or wrong—by looking at their corrected tests (do not put a grade on the test)
5. Students mark the last two columns—simple mistake or don’t get it—by reviewing the items they got wrong. To make this decision, they ask themselves, “Do I know what I did wrong? Could I correct this myself?” If the answer is “Yes,” then they mark the “simple mistake” column. If the answer is “No,” they mark the “don’t get it” column.
6. Students then transfer each learning target to one (or more) of three categories on the next page—strengths, further study, and review.
7. Finally, they use the form of your choice to make a plan to improve.

Student Involvement Test Plan
IDENTIFYING MY STRENGTHS AND AREAS FOR IMPROVEMENT

Name:

Assignment:

Date:

Please look at your corrected test and mark whether each problem is right or wrong. Then look at the problems you got wrong and decide if you made a simple mistake. If you did, mark the "Simple mistake" column. For all the remaining problems you got wrong, mark the "Don't get it" column.

Problem	Learning Target	Right?	Wrong ?	Simple mistake?	Don't get it
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					