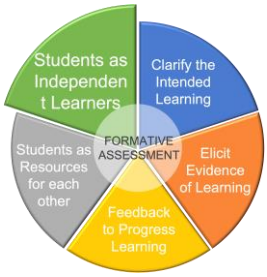


'Formative assessment is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there'

…Assessment Reform Group (2002)

Students as Independent Learners

Activating students to self-regulate their learning

WHAT?

Voice and choice in the Music classroom increase student engagement and motivation. Self-regulated independent work and the skill of reflection foster the willingness and capability to self-assess, develop confidence, and independence.

SO WHAT might this sound like in the Music classroom?

Self-regulating of both task and process

Ask students to think about WHAT they learned and HOW they learned it

The Task (What)	The Process (How)
The most important thing I learned is…	I enjoyed/didn't enjoy learning in this way, because…
The most interesting part was…	What I found difficult was…
A question I have is…	What helped me to learn was…
A skill I used was….	I could have learned better if…

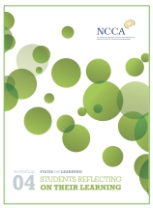
Reflection and self-talk offer students the opportunity to personally connect with their learning. However, much of this occurs in quiet moments by themselves. We know that reflection without action is as unproductive as action without reflection. Students may need help to develop their own skills in reflective thinking and talking.
One such strategy asks three questions: What? So What? and Now What? e.g.,

WHAT have I learned?

SO WHAT does this tell me about my strengths/gaps in understanding?

NOW WHAT can I do to improve my learning? / are my next steps? / are my goals for moving forward?

…Rolfe et al. (2001)



For more strategies download NCCA Focus on Learning Booklets

Share another approach that works for you in your music classroom

NOW WHAT?

- To what extent when planning do I/we consider students interests to support ownership of their learning?
- How can I/we model strategies for students to monitor and evaluate their own learning?
- What strategies do I/we use to motivate and encourage students to reflect on their learning?

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