








REAL DIMENSIONS OF STUDENT ASSESSMENT

Affective	Cognitive	Operative
UNIDIMENSIONAL - RECALLING BASIC FEELINGS, THOUGHTS & ACTIONS.		
 How do you feel now when it gets tricky?  What would make you feel better about today's work?	 What was the tricky part?  Name two things to make you think harder.	 What is your biggest improvement?  What would you change about today's work to help you improve?
MULTIDIMENSIONAL - DEVELOPING FEELINGS, THOUGHTS & A ABOUT LEARNING PROCESSES		
 Why were the fun bits fun?  Why were you surprised about your learning today?  Why does cooperative learning make you feel great?  How do you feel when you	 What strategies did you use to learn something important?  How did you know that you had learnt something?  What did you learn about working in groups while doing this work?  Write two questions you	 What goals did you set yourself in this activity, task or project? How well did you achieve them?  What is the evidence of your achievement about today's learning?  What is the most valuable advice you could give students who are involved in similar projects in the future?
RELATIONAL - RELATING F, T & A TO OTHER AREAS & PROCESSES		
 How do you feel when you achieve your goals?  What other feelings do you have about this work?  How can you ensure your group has positive feelings about your work together?  What problems do you have	 Connect this knowledge to something you already know or can do.  How do these processes or content relate to something else you know?  Who do you know who would find this learning (content) or strategy (process) helpful?	 Think of a way to use ... since we practised it in class.  Reflect on the strategy we used and why we used it.  How could you become more involved in team work next time that would be different from this time?
CONCEPTUAL - TRANSLATING INTO CONCEPTS F, T & A ABOUT LEARNING PROCESSES		
 What did you find to be the most difficult part in discussing your feelings about this task? What did you do to overcome this?  What other positive feelings would you like to generate in future sessions?	 How could you broaden your thinking and learn more about what you did today during the task/ lesson/unit?  Represent how you think (drawing, matrix, mind map, etc.).  Thinking about achievement	 What did you find out about your problem solving skills and strategies while doing this activity?  What advice would you give me before we continue this lesson?  Looking for evidence  Working with other people  Overcoming barriers  Reframing the task