



SPHERE

Teaching Civic
Culture Together

Student Self-Assessment: Goals, Performance, Perspectives

Before the Discussion: Goals

What is your goal for participation in this discussion?

During the Discussion: Performance

Track your performance.



Measure your performance in real time with quick tallies of your actions as they happen. Make a mark every time you participated effectively in each area listed below.

Evidence based comments	Speak in complete sentences	Connect to others' ideas	Actively listen	Manage emotions	Encourage others to talk	Build consensus

After the Discussion: Performance

Look back at your performance tallies above. What did you do well in this discussion?

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How would you rate your performance in each area?

Speaking performance	How did you do? 4 = Great • 1 = Needs work
Speed	
Volume	
Tone	
Word choice	

Add up your total speaking performance points from the table above

After the Discussion: Perspectives

What is one thing that was said that made you think about the topic in a new way?

What did you learn today about the topic during the discussion?

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How, When, and Why to Use This Resource

Use this student self-assessment tool to develop student awareness of their healthy discourse skill development. To boost student skill growth, teachers should use this tool (or one of their own designs) repeatedly throughout the year to prompt student metacognition during civil discourse lessons. This practice accomplishes several goals.

- As students track their progress over time, students develop an awareness of their communication skill development.



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- To accelerate student growth, teachers can use this information to encourage student growth through teacher-student conferencing about students' goals, performance, and ability to adapt perspectives.
- Tracking student growth provides local evidence of the merits of civil discourse in a tangible way that students, parents, and administrators appreciate.
- Tracking student civil discourse growth with their academic growth provides local evidence that civil discourse is effective in your classroom. This can be used in discussions with parents and administrators who have yet to learn the power of teaching academic concepts through discussion techniques.

Multiple [global studies](#) demonstrate that [using teaching](#) through the [instruction of speaking](#) and [listening skills](#) (aka oracy) improves student communication skills, critical thinking, and academic achievement across socioeconomic groups due to deeper understanding and engagement with a subject matter. The practice has been widely proven on a global level. However, tracking data about student growth on a local level may be the best evidence that your civil discourse lessons are effectively teaching communication and content skills simultaneously.