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| **Self-Assessment** | **Peer Assessment** | **Teacher Assessment** | **Action-Oriented Feedback** |
| Done individually by the student | Done by classmates, other students in other classes, or others who are not the teacher | Done by the teacher for each individual student | Given by the teacher; can be given by others if appropriate |
| Self-reflection and way to double-check that expectations are met | A way to see and reflect on the work of others, to help yourself and others learn  | A way to evaluate and assess the abilities of a student | Feedback that includes concrete actions that students can take to improve in the future |
| Can go in the binder as evidence, can also be done informally (thinking, orally) | Can go in the binder as evidence, can also be done informally | Must go in the binder as evidence, some informal/ongoing assessment may also be done | Can go in the binder as evidence, can also be done informally |
| Can be done any time, ongoing, after skill-building, skill-using, or other activities/tasks, can be before, during, or after assessments | Can be done any time, ongoing, after skill-building, skill-using, or other activities/tasks, can be before, during, or after assessments | Must be done after skill-building and skill-using activities leading up the assessment, when students are prepared | Can be done any time, ongoing, after skill-building, skill-using, or other activities/tasks, can be before, during, or after assessments |
| Helps the student be aware of their learning, isolate areas to work on, see what is going well, and think about how to improve, gives ownership of their learning | Gives students model examples to learn from, more ideas about what they can do themselves, helping assess or teach others can reinforce the skill for yourself, helps others | Help measure effects of teaching and evaluate student progress, inform future planning and activities | Helps the students improve, helps the teacher plan future activities, makes feedback more concrete so students can feel like they are improving faster |
| Can be done orally, in journals, with checklists, on handouts, in groups | Can be done orally, in journals, with checklists, on handouts, in groups, as a whole class, through interactive activities, with other classes | Can be done individually, with the teacher, with volunteers, in person, recorded, handouts, activities | Can be done using tools and templates, individually, as a group |