

Debrief Chart 25

[Assessment & Grading Module](#)

To the Teacher:

It is suggested that, whenever possible, students take a few minutes to complete the Debrief Chart at the end of every class and, if there is time, share their results with their group (if they are working in groups), someone sitting near them, and/or you could ask for volunteers to share with the entire class. It is important to allow students to reflect on and analyze what they have learned. As a result, they may want to set goals to become more effective and skillful. Completing the Debrief Chart requires them to summarize, in their own words, what they learned and to search, retrieve, organize, and recast meaning in their own terms. Sharing their reflections helps them better understand the concepts and skills addressed that day. Having students review what they have written at the beginning of the next class also serves as a quick recap of what was covered in the previous class. It allows students to review goals they developed and reflect on their progress in meeting them. Randomly calling on students to summarize their learnings and goals from the previous class helps refocus them as you begin class. You have several options for how they complete their Debrief Chart. Have them focus on:

1. Summarizing what they conceptually learned that day. If you ask for volunteers to summarize what they learned and/or circulate around the class to check their work, it allows you to check for understanding. Having them summarize what they learned or relearned requires they sift, reorder, and organize the information themselves. This type of thinking promotes understanding.
2. Something they learned or relearned about themselves that day.
3. What they are feeling or thinking, and why they are feeling or thinking that way.
4. A skill or healthy behavior they did well that day or since the last class, or a skill/healthy behavior they learned about today that they already do well (e.g., maybe they didn't realize that "being accepting" is an important healthy relationship behavior and that is something they have always done naturally). Having students become aware of what they do well helps develop/increase self-efficacy.
5. Identifying a skill or healthy behavior they are committed to improving or doing more consistently. This would be a short-term goal. Examples include writing daily in their Feelings Log, self-disclosing their feelings with a specific person, actively listening to a parent, doing their homework as soon as they get home from school, stopping being argumentative with a parent, apologizing to a specific person or practice doing the relaxation response for a minimum of 10 minutes daily, etc.

6. Selecting something they would like to do between now and the next class. For example, what is something that you would like to do during the upcoming school vacation (something you haven't already planned to do) that would make it a better vacation for you? During the first class after vacation, you could have them evaluate how successful they were.

Procedure/Directions:

1. Have students complete the Debrief Chart at the end of class based on what you want them to focus on (see above).
2. If there is time, have them share their results with someone in their group (if they are working in groups) or someone sitting near them and/or ask for volunteers to share with the entire class.
3. If they have developed goals, check in at the beginning of the next class to see how they are doing. Have them share how they are doing with someone nearby, and/or ask for volunteers to share with the entire class.
4. At the beginning of each class, have students review their Debrief Chart to refocus on what was addressed in the previous class. If they are working on a skill, they could do a quick assessment of how successful they have been since the last class.
5. When students complete their Debrief Charts and share with a peer at the end of class, and review and share at the beginning of class, it allows you to do housekeeping chores (taking attendance, collecting or passing back papers, touching base with a student who has been absent, etc.). Randomly calling on students at the end of and the beginning of class holds them accountable for completing and reflecting on the questions you have assigned.

Debrief Chart 25

Date	What Happen? What Concept/Skill/Healthy Behavior Did We Focus On Today? What Big Idea or Skill Did I Learn or Relearn About Today? What Did I Learn/Relearn About Myself? What Was I Feeling and/or Thinking Today or Recently & Why Was I Feeling or Thinking This Way? What, if anything, do I want to reaffirm about myself as a result of what we did today?	What Skill or Healthy Behavior Did I Do Well Today or Since The Last Class or a Healthy Skill/Behavior I Learned About Today That I Already Do Well?	What is 1 Skill Or Healthy Behavior I Will Commit To Getting Better At?	<u>Assessment:</u> How Am I Doing On The Skill or Healthy Behavior?

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Using the scale below, how successful was I in meeting my goal? Place the score in the 5th column.

1-----2-----3-----4-----5

Not Successful **Somewhat Successful** **Very Successful**

If my evaluation score was a 4 or higher (and I reached my goal), what did I do that contributed to my success? If my evaluation score was between a 2.5 and a 3.9, what contributed to my partial success, what could I have done to be more successful, and what do I need to do to be more successful? If my score was between a 1 and a 2.4, why was I unsuccessful and what do I need to do to reach my goal? If I was at least partially successful, provide evidence of your success.