# Unlocking students’ potential

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In any mainstream school, students will show a range of preferences for the way they like to work. Some will like to understand the big picture. Others prefer to focus on detail and think in a logical and sequential way.

Student self-assessments help teachers reach a better understanding of class and individual learning preferences. With this information, we can see where certain students may need extra help or a different approach to help them learn effectively and tweak lesson plans accordingly.

## Examples of student self-assessments

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| **How good am I at chemistry skills?** | On a scale of 1-5 rate each statement  1=poor ☹, 5=excellent ☺ |
| Drawing diagrams |  |
| Following instructions |  |
| Carrying out experiments with a partner |  |
| Working safely |  |
| Writing conclusions |  |
| Knowing chemical symbols and bonding values |  |
| Drawing graphs |  |
| Balancing equations |  |
| Doing calculations |  |
| Answering in class |  |

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| **How do I like to take in information?** | On a scale of 1-5 rate each statement  1=do not like at all ☹, 5=like a lot ☺ |
| Listening to the teacher, then asking questions |  |
| Having clear printed notes or notes with gaps to fill in |  |
| Writing my own notes |  |
| Carrying out experiments |  |
| Drawing graphs |  |
| Watching teacher demonstrations |  |
| Watching films |  |
| Computer-based learning programmes |  |
| Drawing diagrams and model-making |  |
| Balancing equations |  |

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| **Type of lessons I am inspired by** | On a scale of 1-5 rate each statement  1=not inspiring ☹, 5=very inspiring ☺ |
| Doing my own experiments |  |
| Watching the teacher showing demonstrations |  |
| Doing a long-term investigation |  |
| Watching films |  |
| Relating chemistry to the real world |  |
| Model-making |  |
| Outside visits |  |
| Computer-based work |  |
| Creating something fun |  |
| Learning about modern scientists |  |