Unlocking students' potential

Education in Chemistry
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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

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	

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	

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	