

Understanding Self-Reported Grades

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Learning Intentions

- Know what self-reported grades are and how to encourage students to articulate their learning

Success Criteria

- Define the characteristics of students who self-report grades
- Explain essential strategies that teacher employ to support students self-reporting grades
- Self-assess progress toward utilizing self-reported grades

What is your personal goal for this session?

Self-Reported Grades

Definition in my own words

Also known as

Non-examples

Characteristics of students able to self-report grades

Essential Strategies - Teachers

Learning Intentions

Success Criteria

Co-constructing Success Criteria

Feedback

Self-Reported Grades Self-Assessment

Rate each of the following items: 1 – Rarely 2 – Sometimes 3 – Regularly 4 – Always

Teacher

- _____ I have clarity about what students must know and be able to do for my grade level/subject.
- _____ I provide Learning Intentions for students for each unit and/or daily or weekly.
- _____ I share Success Criteria with students so they know how to achieve the Learning Intentions
- _____ I co-construct Success Criteria with students
- _____ I use examples and exemplars, paired with Success Criteria, to provide further guidance to students on what quality work looks like
- _____ I give and receive feedback, based on the Success Criteria
- _____ I intentionally provide opportunities for students to self and peer assess progress on the Success Criteria
- _____ I intentionally provide opportunities for students to provide me feedback about learning

My Students

- _____ My students can explain the Learning Intention, both what they are learning and why they are learning it
- _____ My students co-construct criteria collaboratively
- _____ My students use exemplars and examples to co-construct, self-assess, and peer assess
- _____ My students can identify and articulate their progress in learning
- _____ My students are able to provide accurate feedback to their peers
- _____ My students regularly provide me feedback on their learning needs

Clark, S. (2008). *Active learning through formative assessment*. London, UK: Hodder Education.

O'Connell, M.J. & Vandas, K. (2015). *Partnering with students: Building ownership of learning*. Thousand Oaks, CA: Corwin Press.