Utah State Board of Education

SELF-REPORTED GRADES

EFFECT SIZE: 0.96

High-Quality Instruction Cycle Connection:

Step 4: Assessment
Step 5: Data and Reflection

Utah Effective Teaching Standards Alignment:

- Standard 1, Element 4
- Standard 2, Element 3
- Standard 3, Element 2

Personalized, Competency Based Learning Framework Essential Component:

Demonstrated Competency and Assessment

WHAT?

Self-Reported Grades allows students to assess their performance against predetermined standard criteria. This can include assessing their own work and coming to conclusions about the path toward improvement, progress, and achievement, and supporting other students in connecting their learning to meaningful strategies for growth.

WHY?

The effect size of self-reported grades is 0.96 which is approximately 2.5 years of growth for one year of learning. Self-reported grades has a positive impact on student learning by informing and supporting the development of critical thinking skills. Reflecting on learning also empowers students to set goals and self regulate.

HOW?

Educators create the conditions for learners to predict how they will perform, set goals before learning, and self-assess as they progress. This will ensure that students are engaged in their own learning and not passive "receivers" of information.

PREPARATION:

Plan high quality, personalized instructional activities that provide multiple opportunities for

students to reflect upon and assess their own growth and allow multiple opportunities and means for demonstration of competency. Success criteria must be transparent and clearly defined with high expectations established for all students.

IMPLEMENTATION:
Create the conditions for students to critically analyze evidence from both formative and summative assessments, discuss the data, and reflect on their progress individually and with peers.

Teacher Actions
- Make sure the students know what academic progress looks like and how it will be measured.
- Ask the students to predict how they will perform on an activity, assessment or other task that measures their learning.
- Encourage students to share their expectations and reflect on actions they can take to improve their performance.
- Create opportunities for students to practice grading others' work according to a given standard.
- Provide appropriate and timely feedback.

Student Look-Fors
- Discuss their learning in a language that shows a growth mindset.
- Participate in the building and use of rubrics.
- Are respectful of each other and their learning.
- Provide feedback to themselves and each other that is appropriate to their learning.

Reflection
- Do my students understand what success means for this task? How do I know they understand?
- Did my students have input in how rubrics were created and completed for this activity?
- What models and supports do my students need to provide feedback?

Go Deeper—Resources to learn more
https://jumpro.pe/student-self-assessment

https://visible-learning.org/glossary/ (Self-Reported Grades)

https://education.wm.edu/centers/sli/DLST/links/VTALL/pdf/Visible%20Assessing.pdf

HOME CONNECTIONS

- Provide your child with feedback and monitor their progress towards goals.
- Discuss your child's ongoing progress towards achieving their goals and help them generate ideas of how to overcome challenges.
- Model a growth mindset for your child by using encouraging language when reflecting on your own learning experiences.

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