

Description:

John Hattie, Professor of Education at Auckland University, New Zealand, has spent years investigating factors that influence student achievement. His book, *Visible Learning* (2009) presents a synthesis of over 800 meta-analyses, including over 50,000 separate studies, related to student achievement. Hattie ranks 138 effects on student learning, ranging from self-reported grades/expectations as the number one positive influence...

Self-reported Grades/Expectations (Ranking of #1, Effect Size of 1.44)

Dr. Glasser was a strong advocate for teaching students to evaluate their own work (*The Quality School: Managing Students Without Coercion* 1990). Depending on the assignment, it could be a simple rating of quality, effort or both (1 to 5, or traditional grades of A – F).

This is the first of a series of posts describing how Choosing Excellence™ (The blending of the Glasser Quality School and Baldrige Quality Models) is impacting student achievement and closing the achievement gap.

Students Learn Through Self-Evaluation and Creating Their Own Goals and Expectations

Bob Hoglund

John Hattie, Professor of Education at Auckland University, New Zealand, has spent years investigating factors that influence student achievement. His book, *Visible Learning* (2009) presents a synthesis of over 800 meta-analyses, including over 50,000 separate studies, related to student achievement. Hattie ranks 138 effects on student learning, ranging from self-reported grades/expectations as the number one positive influence (effect size of 1.44) to television (effect size of -0.18 and retention (effect size of 0.13) as two of the most negative influences. *An effect size of 1.0 is the approximate equal of advancing student achievement by a full grade. Anything above an effect size of .7 is considered highly effective, while anything above an effect size of .4 is considered to have more of an impact than a typical year of academic experience and student growth* (Grant Wiggins, 2012).

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The key is to provide direct instruction and practice that teaches students *how* to effectively self-evaluate. In most cases, it is helpful to have a rubric, anchor paper, or other guidelines for the student to compare how closely his/her product resembles a quality submission. Engagement increases when students are involved in setting the expectations, such as helping to develop an appropriate rubric.

Dr. Glasser's Questioning Process is an excellent way to help students learn to self-evaluate. Teachers and/or peers can ask the student to reflect using a variety of questions.

Here are some examples of questions that are effective in helping students evaluate their own learning, work, progress, effectiveness of learning strategies, etc.

- Are you satisfied with your learning?
- Are you satisfied that you demonstrated your knowledge and skill?
- How does your work compare to the expectations on the rubric?
- With which parts of the assignment (project, performance, etc.) were you most satisfied?
- How closely does your work on this assignment (project, performance, etc.) reflect your learning?
- Why do you think this assignment worked for you?
- Were there any parts that didn't work?
- How did you do the assignment/project? Be specific.
- Were the strategies that you used effective in helping you reach your goals?
 - What learning strategies were helpful? Explain.
 - What would you have to add to learn more, do better, etc.?
- On a scale of 1 to 10, how would you rate your effort?
- Did the amount of time, effort and strategies used help you reach your goal?
- If you were to do this over, how could it be improved?
- As a teacher, what can I do to help you?
- What can I do to increase the value of this assignment/project, etc.?

For teacher reflection:

- What was the objective/standard I was hoping to teach?
- What assignment/prompt/project/activity did I choose to teach the standard/objective?
- How successful was the lesson?
 - How do I know? What evidence do I have?
 - What percentage of students reached the goal or standard?
 - With which parts of the lesson am I most satisfied?
 - With which parts, if any, am I not completely satisfied?
 - How will I reteach and/or retest any unsuccessful students?

- How effective was the feedback that I gave to the students? How do I know?
- What did I learn from this lesson that I can use in future lessons?

Closing the Gaps Through Choosing Excellence, a blending of the Glasser Quality School and Baldrige Quality Models, has proven these ideas, K-12, over a three- year period. Data indicate that when students set a goal, develop action steps/strategies to reach the goal, and monitor and evaluate their own progress, achievement increases.

Thanks to Lee Jenkins – [L to J Consulting](#) - for the inspiration to adapt this to our work with *Choosing Excellence* and the National Education Association Foundation (NEAF) Grant.

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References: <http://bobhoglelund.com/resources>

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