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Shifting Ownership

Centering Student Voice Through Self-Correction

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About Me

- * Daughter of two educators
- * Mother of two boys (grown men now)
- * Teacher- Vernon Center Middle School- 14 years 8th grade math, now 6th grade STEM
- * Department facilitator VCMS Math
- * Previously taught 5th and K
- * Perpetual student- Masters in STEM in 2019, UCONN MTL NOYCE Fellow



Agenda



Brief background of broader research



Quick overview to other data literacy work



Deeper dive- self correction and student voice

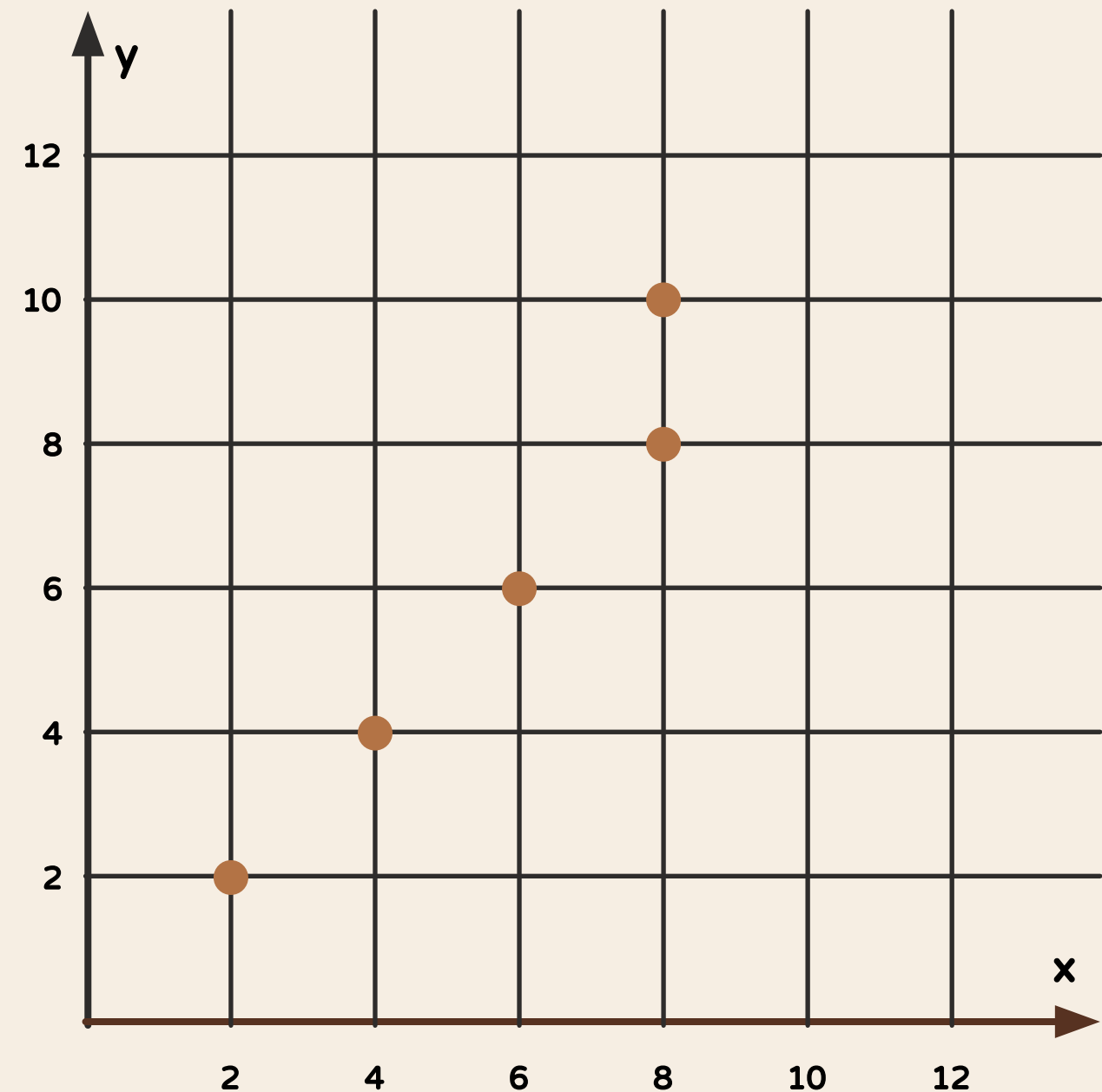


Summary- reflection-resources



Whiteboards

- * Introduce yourself to your group.
- * Share what comes to mind when you think about grading/grades.



STUDENT DATA

- * What kinds of student data do we collect?
- * Who looks at this data?
- * Where do you see it used?
- * What do you see it used for?



Performance data

Quizzes, Tests, Checkpoints/Exit Tickets, SBAC, i-ready, NWEA, etc...

Of all the stakeholders,
who has the greatest
power to impact
student growth and
achievement?

Name	Alex	Jude	Arlo	Casey
Class Average	64	83	95	42

Inspiration-



Peter Liljedahl, Building Thinking Classrooms.

“Me telling you that it is right is worth almost nothing. If you can tell me that it is right, however, that is worth everything” pg. 92

Not an exact quote but.... We see the maze. We need to help students see the maze. They need to know where they are and where they are going..





Ron Berger, Leaders of Their Own Learning

"The most important assessments that take place in any school building are seen by no one. They take place inside the heads of students all day long." pg. 6

"If students are to be primary agents in their learning, they also must learn to make sense of and use their own data related to their performance" pg. 15

**Megan Staples, Kyle Ferreira van Leer, Fabiana Cardetti, Multiple UCONN NOYCE MTL Fellows and many others*

BROADER RESEARCH

* OVER 5 YEARS of NOYCE MTL

- i-ready results- conferencing/reflections/goal-setting
- SBAC conferencing/reflections/goal-setting
- Progress report reflections looking at habits of learning like missing and late work and attendance
- Self-reflection on work habits/engagement and groupwork
- Mild/medium/spicy assessments
- Self-grading and reflection



The grading journey....



- ✓ Point deduction/ points earned
- ✓ No overall grade until after corrections
- ✓ Highlight the areas that need fixing
- ✓ Posting answer keys for self-correcting

And on and on it goes!



Traditionally-

- Students take the test
- I try and look at it during planning
- I take it home
- I bring it back
- I try during planning
- I take it home
- I bring it back.....
- I finally get to dig in and analyze their work, give them valuable feedback on their misconceptions and hand it back to them with their grade.



Sound familiar or is it just me?



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Effective Feedback

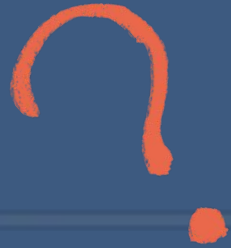
- * Timely and relevant
- * Should promote learning and not feel like a judgement or final sentence.



HAPPY ACCIDENT?



- A quick story of how this all started...



Quality Plumbing charges
according to this graph:

I didn't
understand the
1 time cost thing.
I thought 1 hour was
the one time cost.

I need to work on

- Distributing
- Solving equations

② I got a little confused
I knew it was decrease
but misread it.

3

This table shows a linear relationship between the

(I don't know
how to read
graphs)

cos 100
50
0

A-Plus DL

WHAT HAPPENED?



- The error analysis and critique was coming from them.
- They were more attentive (cheers and groans)
- Community building- peer support
- They had a voice- the conversation started from their side not mine.
- I got WAY more information than I had before.
- They love it and they ask for it.

Part 1: My Self-Scores

Step 1: In the table below, check off the skill requirement(s) you successfully demonstrated in the work you showed.

Step 2: Then circle how you you felt while working through your steps, using the 0, 1, 2, 3 rubric guide to help you decide your self-score.

0	1	2	3
I did not know what to do or how to start so I did not do the question	I had some idea of what the question was asking	I knew what was being asked, I just made some minor mistakes	I knew what the question was asking, and was able to demonstrate all skills required

Question 1- <i>I can compare proportional relationships represented in different ways.</i> ☒ I can find the rate from a graph. ☒ I can find the rate from a table. ☒ I can find the rate from an equation.	Self-Score 0 1 2 3	Question 4 a&c- <i>I can write equations of vertical and horizontal lines.</i> ☐ I can identify zero slope ☒ I can identify undefined slope ☒ I can write equations of vertical and horizontal lines.	Self-Score 0 1 2
Question 2- <i>I can calculate positive and negative slopes given two points on the line.</i> ☒ I calculated the slope correctly using either a graph, table or by subtracting.	Self-Score 0 1 2 3	Question 5- <i>I can interpret the slope and y-intercept of a graph.</i> ☒ I found and interpreted the y-intercept correctly. ☒ I found and interpreted the slope correctly. ☐ I write the correct equation.	Self-Score 0 1 2
Question 3- <i>I understand what the solution to an equation in two variables is.</i> ☒ I substituted in the correct values for x and y. ☒ I calculated correctly. ☒ I determined the point that was a solution. ☒ I determined the point that wasn't the solution.	Self-Score 0 1 2 3	Question 6- <i>I can write linear equations to reason about real-world situations</i> ☒ I completed the table correctly ☐ I wrote the equation correctly <i>x put numbers in next time</i> ☒ I labeled and scaled my graph	Self-Score 0 1 2
Question 4 a&c- <i>I can write equations of lines that have a positive or a negative slope.</i> ☒ I can identify the slope from a graph ☒ I can identify the intercept from a graph. ☒ I wrote the correct equation for the sloped lines	Self-Score 0 1 2 3 2.5		Self-Score 19.0

Look at graph closer next time!

Part 2: My Reflection

Q1. How did you prepare for the test?
Delta math

Q2. How did you do on the test? Were you happy with your grade?
I got a 19.0. I am happy because it means I understand the work. I do wish I got a higher grade though.

Q3. What have you learned about this unit?
Finding Slope, writing equations, and determining if points are equal to equations.

Part 3: My Next Steps

Q4. What skills do you still need to work on? How will you continue to work on those skills?
I need to work on Finding Zero Slope. I will do Khan academy

Q5. What will you do differently next unit?
Stay focused and on top of my work.

Part 1: My Self-Scores

Step 1: In the table below, check off the skill requirement(s) you successfully demonstrated in the work you showed.

Step 2: Then circle how you you felt while working through your steps, using the 0, 1, 2, 3 rubric guide to help you decide your self-score.

0	1	2	3
I did not know what to do or how to start so I did not do the question	I had some idea of what the question was asking	I knew what was being asked, I just made some minor mistakes	I knew what the question was asking, and was able to demonstrate all skills required.

Question 1- I can compare proportional relationships represented in different ways. ☒ I can find the rate from a graph. ☒ I can find the rate from a table. ☒ I can find the rate from an equation.	Self-Score 0 1 2 3	<i>9.9 I missed counted</i> Question 4 a&c- I can write equations of vertical and horizontal lines. ☒ I can identify zero slope ☐ I can identify undefined slope ☐ I can write equations of vertical and horizontal lines.
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Part 2: My Reflection

Q1. How did you prepare for the test?

I looked over all my stuff ive been doing

Q2. How did you do on the test? Were you happy with your grade?

yes i was i didn't think i was going to do so good this is the best i ever did 😊

Q3. What have you learned about this unit?

how to find slope a y intercept

Part 3: My Next Steps

Q4. What skills do you still need to work on? How will you continue to work on those skills?

i still need to work on graphing ✓

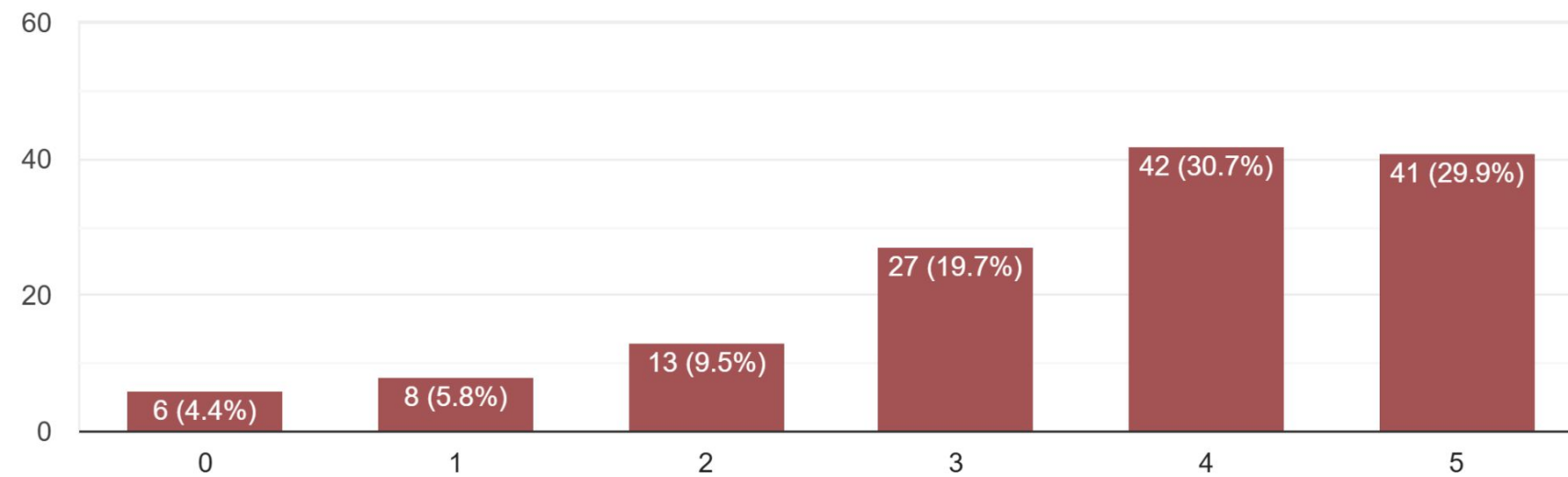
Q5. What will you do differently next unit?

work more harder and more practice

What do the students think?

How do you feel about grading your own test and quizzes first?

137 responses



Students' feelings on Self-Grading:

1. **Self-grading is valued for reflection, learning, and ownership.**
2. **It provides immediate insight into mistakes and areas to improve.**
3. **Students often still want teacher feedback for accuracy and guidance.**

Changes Students Made:

1. **Focus & careful reading** – slowing down, paying attention, thinking before answering.
2. **Study more and study smarter** – extra practice, review mistakes, use study tools.
3. **Correct mistakes and target weak areas** – adjust methods based on reflections.
4. **Organizational strategies** – planners, notes, schedules to track learning.
5. **Mindset improvements** – try harder, embrace mistakes, manage frustration.

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THOUGHTS/QUESTIONS?

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Resources

<https://tinyurl.com/BTCC26>

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- A large, stylized yellow 'y' icon.
- * What resonated with you?
 - * What questions do you have?
 - * What other ideas/thoughts or suggestions do you have?

Thank you!

Have a wonderful rest of the day!

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