

**STUDENT AUTONOMY IN
ASSESSMENT: AN
INVESTIGATION INTO SELF-
EVALUATION IN THE CLASSROOM
ALLOWING STUDENTS TO
PROGRESS PERSONALLY AND
ACADEMICALLY**

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**A RESEARCH & DEVELOPMENT PROJECT
SUBMITTED FOR THE
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Student Autonomy in Assessment:
An investigation into self-evaluation in the classroom allowing
students to progress personally and academically

Abstract

This study aimed to identify how self-assessment can be used more effectively within the classroom. The research involved 4 staff members and 225 year 8 students and was conducted within the area of Citizenship Education. This was as a result of the identification of clear connections within the literature between the aims of Citizenship and the desired outcomes of self-assessment. Through an understanding of current school policy alongside staff and students views, an intervention was set up to help guide students through the self-assessment process. A key focus of the intervention was student autonomy, an ability to be self-reliant, when evaluating. Evidence suggests that as a result of the intervention students were able to identify what they had done well as well as set appropriate targets to aid their progression. Reactions were positive and students indicated that they felt more confident about how to develop their own learning as well as how to transfer skills to other areas. Staff within Citizenship reflected these views and found the intervention had helped with teaching and learning in their classrooms.

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Introduction to the research project

Assessment is an ever evolving part of the education world and one which has seen much change over the last year. In particular the way in which students are being assessed is receiving a complete overhaul in terms of national curriculum levelling and GCSE grading as is evident in the National Curriculum and assessment from September 2014: information for schools publication. (Department for Education, 2014b) This research focuses on one part of assessment for learning; to identify ways to empower students in their own learning through assessment. Claxton (2007) encapsulates the importance of this through his reflection on the skills required in life beyond school which “twenty-first century education should be aiming to help” (p. 116) to provide. Students need to leave school as confident individuals who can achieve in all areas of life, they can’t leave school with a list of qualifications without the ability to use them. (Boud, 2000) This would be a failure in terms of education’s responsibility for citizens of the future and yet is currently an accusation seen in the headlines; schools fail to give students the skills required in the ‘real world’. The title implies that there is worth in self-assessment, a view not shared by all (Bennett, 2011) and this will be evaluated through the literature as a stepping stone to identifying the best way to implement it giving students more ownership of their progression. Ultimately they should be more autonomous in their learning.

Self-assessment is applicable in all subject areas within the National Curriculum. In most schools this may be as a part of PSHE (Personal, Social and Health Education). Citizenship, at the research school, has a focus on learning future skills necessary after school and as a result progression in personal terms, rather than just academic, is a part of this. This research project considers how self-assessment can be used to develop student autonomy

in the classroom. The outcome intended is for students to be able to progress more effectively and thus achieve more academically whilst developing skills which they can use in other areas, including their personal lives outside of school. The selection of the subject area of Citizenship to implement this will become clear through links identified between it and the values of Formative assessment within the literature review.

Context

The school used for this study is a mixed comprehensive academy in an area which supports selective schools. Citizenship is a core subject within the curriculum. All students study Citizenship during KS3 and it is compulsory for them to undertake short course GCSE Citizenship in KS4. Most students choose to upgrade this to a full course. Students have the opportunity to continue with this line of study through Politics and Government at A-Level. There are just over 1300 students on roll, including the sixth form. Each year group is formed of eight different classes averaging 28 students in each.

As the researcher I must highlight that my role in the school is as a Subject Leader of Citizenship. Currently within the department there is a full time specialist NQT, a specialist experienced teacher who is part of the senior leadership team, a part time non-specialist as well as a few other non-specialists who work predominantly within other departments. The structure of KS3 and KS4 differs from what may be considered traditional since students only follow a KS3 curriculum in year 7 and 8. KS4 starts in year 9. Students receive one lesson a week in KS3 of 50 minutes. Short course students at KS4 receive the same amount of time where as full course GCSE students have a second lesson.

Although there are concerns that Citizenship could be removed from the curriculum or have reduced time at KS4 due to the diminishing importance of short course GCSEs, the school

values its ability to promote British Values focused upon by Ofsted. Concerns have been fuelled by the lack of inclusion of Citizenship in the English Baccalaureate (e-bacc). (Department of Education, 2014) Student progress and performance is an important part of securing Citizenship within the school's curriculum and the department has consistently been successful in terms of students achieving in line with national trends.

Due to the minimal curriculum time and large numbers of classes taught by few staff it is crucial that students are actively involved in their own progression and that the learning process allows students to develop academically but also personally to enable Citizenship to continue its roll in Spiritual, Moral, Social and Cultural (SMSC) education. The school has set up Teacher Learning Communities (TLCs), as a forum for developing ideas and therefore there is currently a natural culture of "reflection through diagnoses" (Elliot, 1978, p. 355) which will be built upon through collaboration within the Citizenship department. This research is of particular interest to the school as the TLCs are currently focusing on how to improve Formative assessment techniques in the classroom.

Literature Review

Introduction to the literature review

This research piece is founded on 'Assessment for Learning' (AfL) under the remit of Formative assessment and as a result much of the literature considered revolves around assessment. In addition literature on Citizenship Education has been considered as a result of the subject in which the research was founded.

Assessment has a range of different components which allows students' work and progress to be evaluated and monitored. Separated into two main areas, Summative and Formative, there are a range of techniques available. Summative assessment is a more data led, end of unit approach to monitoring students whilst Formative Assessment allows for an understanding of development and progression. This has been the general understanding since Scriven's work in 1967 but as a result of the work of the Assessment Reform Group (1999) a more refined explanation would be that Summative Assessment is "...assessment of learning, for grading and reporting," (James and Pedder, 2006, p. 109) while Formative assessment is "...assessment for learning, where the explicit purpose is to use assessment as part of teaching to promote learning". (2006, p. 109, Gipps 1994) A clear distinction is made between the two, one providing data whilst the other provides knowledge. This explanation is clarified by, arguably, one of the most common definitions of Assessment for Learning established by the Assessment Reform Group; "Assessment for Learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how to best get there." (2002, p. 2)

This particular study aims to look at the use of self-assessment within the classroom as part of a much wider assessment base. Assessment has historically been an important area of research and more recently a policy focus, as a result of the Assessment Reform Group, since 1996 (Willis, 2011, p. 400) which kept it at the forefront of educational research. Formative assessment has been the central focus of such research which particularly developed by Black and Wiliams 'Inside the Box; Raising Standards through classroom assessment' (1998) which called out for a focus on the use of assessment within the classroom to improve attainment. The aims of the Assessment Reform Group were to ensure that research was explicitly used to inform assessment practices within schools. Although its research has now ended, its work continues to have impact on schools and research.

Black and Wiliam (1998) began the real focus on Formative assessment, over Summative, which has made self-assessment an important research focus. "Formative Assessment has been neglected as Summative Assessment has dominated thinking in educational institutions and in public policy debates..." (Boud, 200, p. 152) There are some who identify Summative and Formative Assessment as being unavoidably linked. (Weurlander et al. 2012; Yorke, 2003; Black and Wiliam, 1998; Bennett, 2007) As a result to understand how they can be separated a developed understanding of each is needed. This is not a simple task as an understanding of Formative assessment is much deliberated, more so than Summative assessment. Bennett (2011) highlights this as a "definitional issue" referring back to Scriven who identified Summative assessment as data "to judge the overall value of an educational programme" (2011, p. 6) whereas Formative assessment "facilitated programme improvement". (ibid)

Understanding the aim of Formative assessment is important to allow a meaningful analysis of any action research implemented to ensure an outcome can be measured in some way. Weurlander (et al. 2012) explains the aim of Formative assessment as “the main function to generate feedback on students’ performance in order to improve their learning” (2012, p. 748) to allow students opportunities to improve. Assessment has become an integral part to teaching and learning, something I have witnessed within education, and Hattie and Jaegers (1998) “model of teaching and learning” (p. 111) further highlights the role feedback, or assessment, has in the classroom to enable the enhancement of students’ achievements. Their model is as follows:

“1. That achievement is enhanced to the degree that students and teachers set challenging goals relative to the students' present competencies.

2. That achievement is enhanced as a function of feedback.

3. That achievement is enhanced to the degree that students are trained to receive feedback to verify rather than enhance their sense of efficacy of achievement; and to the degree that teachers use reinforcement to help verify rather than enhance students' sense of efficacy.

4. That achievement is enhanced to the extent that teachers become more automatic in many of the key teaching ..., such that they can then spend more time providing feedback to students.

5. That increases in student learning follow a reconceptualization of already acquired information as well as the acquisition of new information”
(Hattie and Jaeger, 1998, p. 111)

Black and Wiliam (1998b, p. 142) have identified the use of Formative assessment as being seriously under-developed partly as a result of being put second to Summative assessment. There is belief that the involvement of students within the processes of Formative assessment is crucial as it allows students to “regulate aspects of their thinking, motivation and behaviour during learning.” (Nicol, 2006, p. 200) This links back to the behaviourist origins of Formative assessment identified by Scriven (1967), furthered by Bloom et al. (1971), as referenced by Stobart and Hopfenbeck (2015, p. 33), developed as part of ‘mastery learning’. (Stobart and Hopfenbeck, 2015) This ‘mastery learning’, identifying each task and allowing each to be achieved, shows the aim to allow students to develop as a result of Formative assessment and is much more than knowing what was right or wrong about a response. It allows for an understanding of how to improve. Brookhart summarises the role of Formative assessment more clearly (2007 in Stobart and Hopfenbeck, 2015, p. 34); it provides information about the learning process which can be used by teachers for instructional decisions. It can also be used by students to improve performance and as a result students are motivated. It should be noted here that, despite the range of definitions attributed to Formative assessment, use of feedback is part of all theoretical approaches, as shown previously in Hattie and Jaegers (1998) model of teaching and learning, and has unquestionable value in teaching and learning. In adopting these theoretical approaches they can be used to “understand what teachers can do to enhance more effectively the learning outcomes for their students.” (Hattie and Jaeger, 1998, p. 112)

As a result of Formative Assessments central role in education much attention has been given to, although by no means exhaustive, the meaning of Formative assessment. Its literature focus shows a clear value but there are some, such as Bennett (2011) who suggest that Formative assessment is not as valuable as has been made out by others such as Black

and Wiliam (1998). Some of Benett's (2011) main concerns are its lack of clear definition, evidence of its effectiveness, or lack of in the classroom and the reliance on teachers to implement it with little guidance. The study by Kingston and Nash (2011), failed to re-create the expected outcomes seen in 'Inside the Black Box' (Black and Wiliam, 1998). Students did not make as much progress as it had been indicated that could be achieved through the implementation of Formative assessment. Although these concerns have been noted they have not, and will not in this instance, stop research into the use of Formative assessment as implementing theories can provide clarity and further explanation which could be of benefit.

Student autonomy is a comparatively new concept, compared to Formative assessment, and an area which, connected to assessment, has not been investigated extensively. Boud (1988) defines autonomy as assisting "students to learn more effectively without the constant presence or intervention of a teacher." (p. 7) This is part of a belief that students should take more responsibility for their own learning (ibid). A core part of student autonomy is its link with Formative assessment, and in particular self-assessment. They both share a reflective nature which aims to foster improved performance whilst empowering the student to take ownership of their own learning. Self-assessment has a role here that has been suggested (Black and Wiliam, 2006; Brown and Harris, 2013) to be useful in raising academic achievement which links back to (Weurlanders et al, 2012) the aim of Formative assessment; facilitating progression through feedback. Self-assessment allows students the opportunity to be autonomous in their own understanding of their own learning and progress. The evidence is there (Brown and Harris 2013) for self-assessment to improve their self-regulation skills as a result of using self-assessment. As indicated in the context of

this research outlined earlier this is an area which is generally associated with PSHE, or in the case of the research school, Citizenship.

The application of autonomy in learning to Citizenship, alongside how assessment is to be used, is a new area since Citizenship was only brought in during 2002. (Crick, 1998; Pike, 2007, p. 215, Richardson, 2010, p. 457) This study aims to identify how students can be more autonomous in their efforts to progress successfully through the medium of self-assessment. There are two core aims which are to be identified as part of the outcomes which form the title of this research project; to improve academic progress through self-assessment and to develop personal skills students that can be utilised outside of education. Essentially the aim is to build autonomous students, or effective learners (Claxton, 2007, p. 116), which to Claxton, is the 'cliché' idea that all schools are aiming for but failing in achieving at for fear of negatively impacting data driven outcomes. (ibid)

Student autonomy has links with Citizenship as a result of shared values and desired outcomes but there is little literature to be found on this area and subsequently references are limited. This is as a result of an appropriate method of assessment for Citizenship that has never really been decided since its inception as a result of a broad range of aims outlined in the Crick Report (1998) and the difficulty in identifying suitable assessment techniques. (Pike, 2007, p. 216) Similarly, any references to assessment in Citizenship are sparse, an issue which will be addressed later on.

Students are constantly evaluating their own work, whether this is intentional or not, with many seeing the negatives of their work. I have witnessed students claiming that their work is "rubbish" countless times in the classroom. This natural ability within students to do this simply needs to be channelled to be more productive. (Sadler, 1989) Crick, when outlining

the purpose and aims wanted from Citizenship Education before its inception, endorsed “the need for schools to consider the relationship between their ethos, organisation and daily practices, particularly pupil discussion and consultation forums...”. (Pearce and Spencer, 1999, p. 223) When interpreting this, alongside the DfE documentation regarding Citizenship Education, it is evident that Citizenship has two potential roles within education; one of providing the opportunities to develop into citizens that can function well within society and one of an academic approach.

What is self-assessment and student autonomy?

To understand self-assessment we must also understand what is meant by self-regulation. Self-regulation “refers to the self-directive processes and self-beliefs that enable learners to transform their mental abilities.” (Zimmerman, 2008, p. 166) and asks “how students become masters of their own learning processes.” (ibid) Its core focus was to give a more personalised approach to assessment that was proactive in making students more autonomous. Students should be “active participants in their own learning process”. (p. 167) Here the link is clear as to what is referred to in Formative Assessment as Self-Assessment. This reconnects us to our understanding of Formative Assessment where Self-Assessment lies.

Sadler (1998) defines Formative assessment as “that which is specifically intended to generate feedback on a performance to improve and accelerate learning”. (in Nicol, Macfarlane-Dick, 2006 p. 199) Sadler (1989) identifies what is necessary for successful feedback, which highlights both the steps of and need for self-assessment:

1. An understanding of what success is
2. An ability to relate current performance to future performance

3. An understanding of how to close the gap between current and future performance

There is a variety of forms that self-assessment takes and these need to be considered to ensure that the methods used do not impact the “reliability and validity” of it. (Brown and Harris, 2014 p. 3) Further to this different methods are more appropriate for different age ranges and there should be progression within the type of assessment used. (p. 4) Current approaches lack appropriate direction for teachers to use them effectively and training is required to allow teachers to effectively use self-assessment in the classroom. This in turn aids in developing “good habits of collaborative discussion” (Black and McCormick, 2006, p. 494) to ensure appropriate guidance can be given. There is a need to do self-assessment right, quality is an important part of feedback and is a “key feature” (Black and Wiliam 2006, p.36)

Self-assessment and student autonomy; The value for teachers

Assessment is becoming an increasing burden on teachers within the classroom with students’ progress a core focus of Ofsted (Ofsted, 2015). Allowing students to self-regulate their own assessment not only has an obvious appeal but there is theory to back up the notion that self-regulation allows for easier management of the learning itself. (Nicole and Macfarlane-Dick 2006, p. 200; Black and Wiliam 2006, p. 26)

It must be recognised that although self-assessment can take some of the burden off teachers it is still a teacher’s responsibility to track students’ progress, levels are still necessary. This is something students can be part of as literature shows that self-assessment can, and should, aid students understanding of success criteria. (Brown and Harris, 2013) Without such monitoring there is no recognition of the successes, or failures, of a particular section of teaching. Teachers must respond to self-assessment in order to validate student’s

efforts. (Brown and Harris 2014, p. 6) Through the responses given teachers are able to evidence progress but also have an insight into the true understanding gained by the student of the topic and adapt teaching where necessary. As a result, part of any intervention put into the research school must have a focus on student – teacher dialogue where teachers are expected to formally assess work even though students will be doing this themselves prior to it. With self-assessment considerations need to be made in terms of the “validity and reliability requirements of an assessment robust enough on which to ... calculate grades or scores” (ibid) This does not mean students should not necessarily level themselves but that there are issues with their assessments being as valid or reliable as an experienced teacher. It needs to be clear that self-assessment does not replace teacher assessment but that it should complement it. (Black, 2009; Nicole and Macfarlane-Dick 2006)

Teachers often direct basic self-assessment questions at students through a variety of assessment for learning techniques but teachers need to provide further opportunities for student self-regulation, i.e. responding to feedback. (Nicole, Macfarlane-Dick 2006, p. 208) It is similar to the dilemma of teachers needing to respond to the feedback of students. Without giving students the opportunity to respond to the teacher’s feedback a true knowledge of the progress being made is limited. As a result the marking element of assessment has critical importance when identifying strategies to improve self-assessment within the classroom and fulfil the aims of Formative assessment. This is at the mark or score (as part of Summative assessment) and is what gives a clear method of evidencing progression. It also provides a way to compare students work with a consistent measure. (Taras, 2009)

The pedagogical issues of self-assessment are a key consideration within the classroom and as a result teachers must carefully consider the way it is to be incorporated and the impact desired. A key question to ask is how far self-assessment can go. Should students begin to assess themselves in terms of levelling or should they simply be able to highlight the successes and next steps in their work? Some, such as Harlen and Crick (2003), have identified that constant levelled assessment can have a “negative impact on motivation for learning that militates against preparation for lifelong learning” (2003, p. 170) Despite this, however, self-assessment needs to be judged alongside success criteria.

Black identifies four key areas which have been picked up on by various scholars (Black, Harrison, Lee, Marshall and Wiliam, 2003) that show self-assessment can serve a broad purpose; classroom dialogue, peer and self-assessment, comment-only marking and Formative use of Summative tests. (Black, 2009, p.520) Classroom dialogue allows an in class understanding of how students are developing through the lesson and also comments to help develop and encourage progress during the lesson. Peer and self-assessment allow students to become more independent (autonomous) in their own learning allowing them to use success criteria to identify their own progress. Comment only marking put a focus more on what has been achieved and further improvements moving away from students simply seeing tasks as a grading exercise and more of a learning experience. This, combined with Formative use of Summative tests, is a crucial area in this study to identify how students can both use assessment to develop academically but personally as well. This allows students to take ownership of the assessment itself either by setting appropriate questions or through the assessment of it. Success criteria is found in the majority of jobs and careers and therefore extends to the later lives of students, showing this skill as a necessity. (Claxton, 2007 ; Boud, 2000)

All of these have the ultimate goal of improving student progression through establishing “where learners are in their learning, where they are aiming to go, and what needs to be done for them to get there.” (Black, 2009, p. 520) It is through a range of methods that we can achieve all the aims expected of assessment; knowing where they are, how they are to get to the next step and how they will be able to achieve this progression. Careful consideration needs to be made as to the gaps in the use of self-assessment and how new techniques can be incorporated to ensure that a clear benefit to students can be identified.

Self-assessment and student autonomy; The value for students

In allowing students to take ownership of their assessment it is possible that students can have better relationships with their work and teachers. Although not a focus for this research links to behaviour and motivation do arise when reviewing the value of self-assessment. (Munns and Woodward, 2006) A mutual understanding of progression is far more useful than a one sided approach. Much like teacher assessment is an aid for students to understand next steps, self-assessment can aid a teacher to understand the progression of a student. (Black, Wiliam, 2006, p. 20) This in turn allows for greater success (Nicole, Macfarlane-Dick 2006, p. 202) If students can become more in tune with the success criteria for a task, necessary for them to assess it, then they are more likely to achieve more. (Black and Wiliam, 2006, p. 26; Black and Wiliam 1998b, p. 143; Boud, 2000, p. 156) Some would contest this as they would say it limits students. Instead of learning students are more likely to be ticking the boxes in order for them to achieve more greatly. (Bennett, 2011) This is something that it would appear the government is moving away from. Citizenship is a prime example of this with the removal of coursework. (Department for Education, 2015) Self-assessment in itself, however, can be agreed to be as a way to allow students to progress

more efficiently. Students should be encouraged to go wrong and to identify how and why this has happened in order for them to achieve more greatly. (Black and Wiliam, 2006, p 30)

Black and Wiliam (2006, p. 22, 25) identify some of the concerns, and counter arguments, given to the usefulness of self-assessment to students. They identify Tunstall and Gipps argument that self-assessment can be detrimental to self-confidence and lack clear relevance in students eyes. However, there are some clear benefits to the students with Formative assessments giving more positive attitudes within the classroom. A careful approach must be taken to ensure that psychological considerations are made and students need to be in an environment where they feel secure enough to ensure they do not “disguise the truth in order to protect their reputations”. (Brown and Harris (2014) p. 3)

Self-assessments potential to provide an experience of autonomy for students is an attraction to its use within teaching and learning. Autonomy has been regarded as “a set of cognitive dispositions located within the individual, such as ‘the capacity for detachment, critical reflection, decision-making, and independent action’ (Little 1994, 81)” (Willis, 2011, p. 402) Whilst Ecclestone identifies the goal of autonomy as resulting from “tacit and overt meta-cognitive planning and from monitoring and reviewing ones learning.” (2002, p.34) Its aim is to develop students’ ability to become more self-regulating or independent. A skill beneficial in large classes where one-to-one support is often not available as well as for when they leave school.

Student autonomy has begun to be used alongside self-assessment partly as a result of its reference to students having ownership of their own learning. Gipps (2002) highlights the connection as allowing students to become “more self-regulating and autonomous lifelong learners.” (Willis, 2011, p. 399) Autonomy in learning is more likely to engage the student to

become actively involved in the “classroom community” (p. 400) and allows them to become experts rather than relying on the expertise of the teacher. This contradicts Tunstall and Gipps’ (1996) concerns as it fosters an open approach although one which the teacher must encourage the student. The phrase ‘Student Autonomy’ provides a clear connection between the different aims of this action research project. It draws on Citizenship’s need to produce ‘active citizens’, and self-assessments potential to analyse work independently as well as the targets of both academic progression and personal development.

[Self-assessment and student autonomy; Links to Citizenship Education](#)

A particular focus is being given to the use of self-assessment in Citizenship as a result of action research taking place within this subject area. Citizenship is still an area which is still developing and research is important as a result (Kerr, 2010) and therefore it is argued that it is crucial that research occurs within the subject. He provides four main reasons for this. Firstly it is a new area which is still developing. Secondly it will help develop effective policies and practices within the subject. Thirdly it will improve practice and finally any findings can help to frame further research (p. 294) which will further develop the subject.

There is evidence to suggest this is a subject area that has strong connections to an autonomous approach and I shall identify such explanations. Self-assessment can “prepare students for learning outside... and throughout life” (Nicole, Macfarlane-Dick 2006 p.200) Since Citizenship often is seen to provide a significant contribution to the SMSC of a school, alternatively known as ‘values education’, then this should be a core aim of teachers. This view is identified by Pike (2007, p. 216) who draws upon the DfEE/QCA guidelines for

Citizenship; students through Citizenship should become “more self-confident and responsible both in and beyond the classroom.” (1999, p. 183)

The three core aims of Citizenship, outlined by The House of Commons (2007, p.7), identifies the skills orientated learning that the outcomes of self-assessment can be part of. These, with explanation of their connections to self-assessment, are:

1. Knowledge and understanding about becoming informed citizens; *self-assessment enables students to analyse and through this students gain the ability to understand what is occurring around them and making informed choices*
2. Developing skills of enquiry and communication; *self-assessment, to be effective, requires an open dialogue between student and teacher to allow for effective progress*
3. Developing skills of participation and responsible action; *the autonomy of self-assessment ensures active engagement and involvement and an understanding of responsibility for own work*

In particular the aims of developing skills of enquiry and communication and developing skills of participation and responsible action are of particular focus here, with the DfE identifying a development of social and moral responsibility and community involvement as particular “aptitudes and behaviours” students should learn. (2007, p. 7) A key aspect of this is meant to be fulfilled through ‘active Citizenship’ (Crick Report, QCA, 1998, p. 25), a key term used within the subject area. It encourages experiential learning over other methods. (Peterson and Knowles, 2009 p. 42) As Tudor (2001) highlights it is not just knowledge but the ability to act which is required.

Summative assessment in Citizenship does not allow the student to develop the skills outlined within the core aims of Citizenship require. Summative assessment simply gives a score, which although has some value through external assessments, does not develop the rounded individuals which Claxton (2007) believes are possible. Richardson (2010) identifies that only Formative assessment can allow an understanding of development within Citizenship due to its complex nature. Summative assessment lacks depth and breadth in terms of evaluating understanding of various concepts as well as the role of being an active citizen. Essentially it does not allow students to think about themselves (Bruner, 1999, p 6) which is a critical aim of Citizenship education; to allow students to become responsible, active citizens. This is not to say that Summative assessment can be made redundant, just that it is crucial to have a balance between data driven and reflective forms of assessment – they cannot be separated. (Boud, 2000, p.155) They must instead be aligned with one another (Bennett, 2011). Subsequently a combined approach would benefit the action research to ensure student autonomy which can track academic achievement as well as develop person skills.

Another aspect of Citizenship indicates schools must practice what they preach (Pearce and Spencer, 1999, p. 223) if we are to expect students to leave school as responsible, active citizens. Pike (2007) raises an important issue in terms of the curriculum expectations for Citizenship and the way in which current assessment techniques do not link in with expectations of the outcomes of Citizenship.

“How one group of citizens who have authority, status and power (teachers) assess other citizens who have less authority, status and power (children) is an important area for further research within Citizenship education. The practice of

assessment can send important messages to children about their worth and a schools assessment policy and practice necessarily has a significant impact upon its ethos.” (Pike, 2007, p. 220)

An ethos of equality should be somewhat present in the classroom. It is just as important to understand that being self-aware and constructively critical of our own actions as it is to know that judgements will be made on you by others. This somewhat drives the personal side to Citizenship that many would use to associate Citizenship with PSHE. Each student beings at a unique starting point. A use of success criteria can aid in ‘closing the gap.’ (Tudor, 2001, p. 130) However, there is a highly academic aspect to Citizenship that should not be forgotten, and points us to the way in which we should treat students; Citizenship should allow students to foster a “keen awareness and understanding of democracy, government and how laws are made and upheld”. (Department of Education, 2013) (England is a democracy and not a dictatorship) Students should be entitled to be involved in all aspects of their learning; “the need to be a reflective, self-aware and responsible learner is a requirement of Citizenship.” (Tudor, 2001, p. 131)

Nevertheless assessment is necessary to ensure the subject has value to both schools, teachers and students as a result of increased focus on learning being “performance-orientated rather than learning-orientated.” (Richardson, 2010, p. 458) A key part of this is to ensure that assessment for learning is beneficial to the students and not just an exercise completed as a result of external pressures, although to remain part of the curriculum measures of progress and attainment are inevitable. (Tudor, 2001, p. 129)

How can self-assessment assist with progression?

Connections between self-assessment and progression; In the classroom

Progression, and raising standards in education, is an important national priority. (Black and Wiliam, 1998b, p. 139) Its relevance in the classroom today remains as Black has identified through his commentary in the special edition of *Assessment in Education*. (Black, 2015, p. 161) The innovative teaching practices identified in Black and Wiliams 'Assessment in the Classroom' (1998) have continued to influence recent studies in Formative assessment although to varying degrees of success. An introduction of carefully considered assessment for learning techniques does not guarantee a solution, but allows teachers a guideline which can be fit into the classroom in a way that is uniquely appropriate. (Black and Wiliam, 1998, p. 62) As Black (2015) identifies innovation has been implemented but the success has not been consistent. (p. 161)

Education should be able to "help students to develop confidence and capacity to manage their own learning" which promotes "lifelong learning". (Black and McCormick, 2006, p. 497) This directly relates to the fundamental aims of Citizenship outlined previously. Progression is not simply limited to the academic progression seen in terms of moving through levels or grades but also in terms of being able to use a range of skills and use them well. Although this type of progression cannot be monitored effectively in a short scale study such as this, indications can be gathered and should be gathered to indicate the connections made between self-assessment, Citizenship and autonomy.

Black and Wiliam identify self-assessment as an essential part of Formative assessment which needs to be used to recognise "accurate action to improve learning." (1998b, p. 143) There are three steps for this, recognition of the desired goal, evidence of current

achievement and understanding of a way to 'close the gap'. (Tudor, 2001, p. 130) By allowing students to recognise these they can then begin to develop rather than wait for the next teacher assessment. Boud furthers understanding of this with the explanation of assessment as "identifying appropriate standards and criteria and making judgements about quality... [which is] necessary to lifelong learning..." (2000, p. 151) He clarifies this term of lifelong learning; "they need ... to be prepared to undertake assessment of the learning tasks they face throughout their lives" which will subsequently make them engage in "sustainable assessment". (p. 152) This supports previous discussions on the nature of Citizenship whilst showing how progression in personal skills is possible.

Butlers (2011) review of self-appraisals in the classroom concludes that there is always something to be gained from self-assessment. Butlers article concerning bias in self-assessment which, as the main flaw when implementing self-assessment, is an important consideration. It was noted that even where positive bias were evident something was to be gained from the task itself. An increase in self-esteem or furthered understanding of the task or success criteria are all benefits that, whether or not the self-assessment is accurate, can be taken from implementing this type of Formative assessment. Not all agree with Butler as concerns have been identified regarding the validity and reliability of self-assessment. (Brown and Harris, 2014)

Although literature is sparse on self-assessment, progression and Citizenship there are some ideas that can be drawn upon from Richardson (2010). She identifies three key issues relating to assessment and progression in assessment. Firstly, progression must be identified as part of the Citizenship curriculum as this has to be reflected to parents in KS3 and KS4. (p. 460) Secondly, progression within KS3 can be difficult to track as a result of a

lack of attainment measures and in particular the ones in use are incomparable to others in the National Curriculum. (p. 465) Thirdly, attitudes towards progression can differ between that of a specialist in the field and a non-specialist. Specialists are more likely to be concerned with progression and how to develop a learners' understanding partly to ensure that Citizenship's status within the National Curriculum is maintained. (p. 467) Richardson found, overall, following her study of how teachers assess Citizenship, that:

“Teachers wanted pupils to understand how they were progressing in Citizenship so that they would be motivated by the subject. However, they conceded that more could be done to make assessment more straightforward and comparable with other National Curriculum subjects.” (p. 470)

With the introduction of 'progress 8' (Department for Education, 2014a) there is an increasing demand for the monitoring and successful progression of students within the classroom. This will inevitably increase concerns currently had on how Citizenship is seen within the curriculum as well as encourage development within the area of progression through a range of assessment techniques.

Connections between self-assessment and progression; For the student

Schunk (1996) research has identified that self-assessment can contribute to an all-round improvement in students commitment, self-efficacy and overall progression when combined with performance related targets. This includes reducing the gap between ability through aiding the lower achieving students more greatly than others reducing the range of achievement whilst increasing achievement as a whole. (Black and Wiliam, 1998b, p. 141) The relationship between self-assessment and self-efficacy is important here as it addresses issues that arise as a result of mixed ability classes.

Self-efficacy refers to “subjective convictions that one can successfully carry out given academic tasks at designated levels” (Bong, 2004, p. 288; Schunk, 1991) A concept coined by Bandura (1977), it is a belief in one’s own ability to act in a way which will produce desired outcomes. Although linked more to behaviour (Bandura, 1977) self-efficacy links also to perceptions of tasks and subsequently can impact progression through student attitudes towards self-assessment. Efficacy allows for a personalised path to the desired outcome. By allowing students to track and evaluate their own work it allows more efficacy expectations so that they can impact better on their desired outcome. This does mean that teachers need to set these up for the student but “The stronger the perceived self-efficacy, the more active the efforts” (ibid, p. 141) which should in turn increase progression and overall achievement.

Black and Wiliam (2006, 34) identify self (and peer) assessment as being able to develop student questioning and therefore their understanding which in itself can aid teachers’ understanding of how a student is progressing. It is these conversations that are necessary to be had with students to allow them to understand how to progress but with large class sizes these are not always possible. Through the use of self-assessment it allows interactive marking that provides opportunities for a dialogue between student and teacher. (Nicol, Macfarlane-Dick, 2006, p. 210) This is necessary to ensure the gap between teacher and student in terms of misinterpretations regarding the task and outcomes. (Black and McCormick, 2006, p. 493) It also stops issues of students misunderstanding the feedback given by teachers, providing better opportunities for development, which has been identified as an issue within Formative assessment. (Chanock, 2000)

Black and McCormick (2006) identified the need for a greater connection between assessment and learning through Learning How to Learn (LHTL). Greater outcomes could be achieved whilst improving “lifelong learning’ ... to develop those capacities and habits that will enable them to continue learning throughout their adult life”. (p. 120) We do not want students development to simply halt when they leave school but to continue progressing. The framework we use to teach and assess students should duly reflect this. It is simply not enough to have students who can only follow. They must be given the opportunities to understand and develop through student autonomy (p. 121).

Summary of Literature

A large portion of this literature review focuses on the definitional issue of assessment for learning and the differences between Formative assessment from Summative assessment. It may not be necessary, however, to separate the two since they have clear links in that Formative assessment can feed into, and help to achieve better results, in Summative assessment. Especially since students can fine-tune their understanding of the success criteria required. (Black and Wiliam, 2006) This continued focus by scholars on these areas shows that the need for continued research in this area is important. Black and Wiliam (1998b) may have provided a toolkit for teachers in ‘Inside the Black Box’ but they expressed the need for teachers to implement change within their own environments and to use what would benefit them within their own environments.

Within those environments in which self-assessment are going to be implemented student autonomy is a key aspect. Self-assessment when linked to the pursuit of ‘active citizens’ (Crick, 1998) allows for a skills based programme which educates students for later life. Whilst doing this it can further their current efforts within the education system which

focuses, predominantly, on academic achievement. (Boud, 1998; Zimmerman, 2008; Black and McCormick, 2006) There is evidence that academic achievement can be pursued through self-assessment particularly as it can enhance understanding of assessment requirements as well as encourage self-efficacy. (Hattie and Jaeger, 1998) The literature has strongly indicated that it is possible through assessment to achieve both academic and personal progression things which is encouraging before embarking on the action research itself.

Methodology

Action Research

The action research cycle used represents that of Lewin (1946, 1948) (Cohen et al, 2000, p. 234), developed by Kemmis and McTagart, 1981 (McAteer, 2013, pp. 15), and is one of the most simplified models on which to base action research. Figure one shows the simplicity of this plan, act, observe and reflect approach.

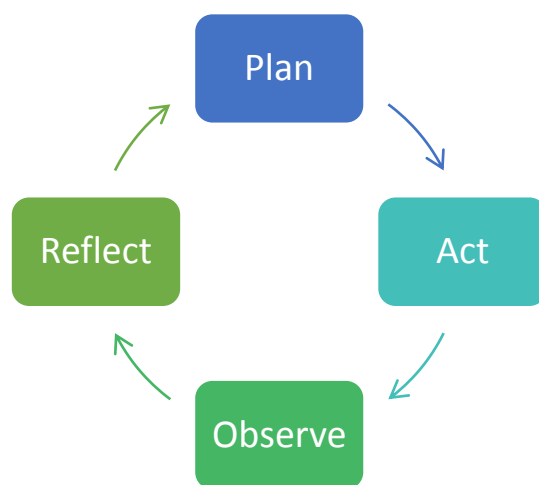


Figure 1

Although simple in its nature its starting point provided a clear route for this small scale study. Although meant to begin here at the planning stage observations and reflections were made before the intervention was designed and used within teaching practice. As such McAteers (2013) development of Figure One informed the processes used within this research. Shown in figure two, (developed from McAteers written explanation of action research guidelines (McAteer, 2013, pp. 16 – 17)) is a more detailed approach which was taken within this research. This methodology allowed for a focused approach considering the key issues which would have a real impact on the practices within the research school. To ensure the impact was successful a collaborative approach was necessary within each

step of the project allowing me, as the researcher, to ensure that the benefits were truly useful. This collaborative approach was guided by the KREST project (Harrison, 2013) which addressed teacher’s perceptions of their own role in implementing change in the classroom as indicated by Black and Wiliam (1998). Importantly opportunities for discussion between staff (Harrison, 2013, p. 204) were incorporated to ensure expectations could be addressed in a supportive environment.

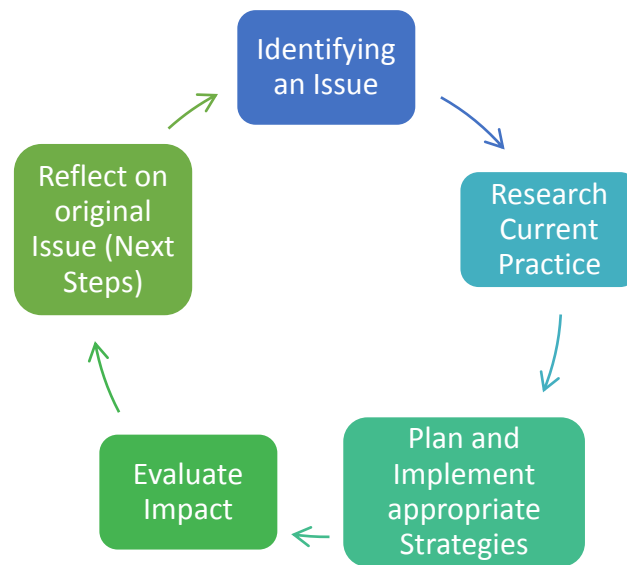


Figure 2

Having identified the issue of self-assessment within the Citizenship department and linking it to a whole school focus on marking policies it was necessary to identify appropriate strategies to improve the use of self-assessment in the classroom that allowed students to become more autonomous. Three key research questions were evolved from this and they and their aims are as follows:

1. What perceptions do staff and students have on assessment techniques within Citizenship and how do they feel this helps students develop?

This aimed to identify views on self-assessment as it is in the department and how it could be used in relation to student progression both academically and personally.

2. How can self-assessment be structured in a way that enables students to reflect on themselves whilst enabling academic and personal progress?

Collaboration and findings, in relation to the literature, should identify an appropriate strategy to put in place.

3. How can assessment criteria be modified to allow all students to access it and use it for self-evaluation effectively?

An analysis is needed to allow students to access assessment criteria and an analysis is needed to identify if it can be an appropriate tool for self-assessment.

An intervention would be needed to further the use of self-assessment within the Department allowing for an analysis of perceptions, format of intervention and use of assessment criteria. Through this the research questions will be able to be responded to. A range of factors have to be considered within this including literature, data collection and analysis and ethical considerations which shall now be outlined.

Literature

The main focus in terms of the literature review was on articles to ascertain current research on-going within assessment for learning and self-assessment. As a result of a lack of material referring to assessment in Citizenship a broad search was necessary and beneficial in identifying origins and key issues in Formative assessment. For the most part texts after Black and Wiliam (1998) were used but at times greater understanding and reference needed to be given to research prior to Black and Wiliam (1998) resources which

gave clarity and depth of understanding to the literature being reviewed, such as Sadler (1989).

The key phrases used were “Self-assessment in Citizenship”, “Self-assessment”, “Assessment for learning in Citizenship”, “Assessment for learning”, “Student autonomy in Citizenship” and “Student autonomy”. Citizenship had to be omitted due to a lack of articles that were retrieved. Citizenship often flagged articles about assessing the implementation of Citizenship, rather than the use of assessment within the subject area. As a result articles were referenced which have no direct connection to Citizenship but had information that could be transferable to it. The topic could be further refined to education but following this articles had to often be removed that related to medical assessments. A focus was thus given to a range of Research Journals which focus on Education. These included British Educational Research Journal, Oxford Review of Education, Educational Studies, Journal of Education Policy.

The gap in the literature in terms of the use of self-assessment in Citizenship education, and on Citizenship in general was previously identified by Kerr (2003). When Citizenship was included fewer than 40 results were retrieved, most of which did not talk about the use of assessment within the subject. One key author, Mary Richardson (2006, 2010), had focused on this particular action research area and as a result much of the intended interventions will have been influenced by her work. Her two main articles focused firstly on perceptions of assessment in Citizenship (Richardson, 2006) and secondly gave an overview on assessment techniques in Citizenship (Richardson, 2010) and so techniques used by her were considered but not always correlated directly to this action research piece. Despite this there was some freedom felt in researching an area where little had been done before.

The work of Black and Wiliam (1998, 1998b), a reference found in most of the literature identified, did provide some pedagogical structure to the methods and intervention put in place.


The intervention – Method

KS3 SELF ASSESSMENT GUIDE

1 What level did you work at today?

Find the level descriptor you have fulfilled the most this lesson. Then decide if you are 'a', 'b', or 'c':

A—you are almost into the next level
 B—you are a solid level and not closer to the one above or below
 C—you have just hit the level



2 What went well?

Find the level which you fit into the most—give your self a comment explaining what you've done to fit into that box.

One thing I did well was...
 I have successfully...
 I have developed...

COMMENT	
TARGET	
Sign: 4	Date: 5

3 How can you improve?

Look at the next level—give your self a target explaining what you should do to get to the next level

I need to develop my...
 To progress in the future I should...
 I need to learn...

Level 3	Level 4	Level 5	Level 6	Level 7
Investigate issues and find answers using different sources	Use a range of sources to investigate issues	Draw conclusions using a variety of views/sources	Create questions which develop understanding of an issue	Respond to own questions which develop understanding of an issue
Show ideas to others; verbally or written	Give a range of views in a balanced manner	Identify where different view points come from	Evaluate views/sources to assess their validity and identify bias	Evaluate views/sources to assess their validity and identify bias including your own
Know how change happens	Work in a team	Work well in a team	Develop informed opinion taking into consideration the views of others	Evaluate overall effectiveness of arguments
Use some key terms	Use key terms and explain them clearly	Use key terms and explain them clearly with examples	Work in a team having clear roles and responsibilities	Evaluate the possibility of change and the role of citizens in this

Figure 3

The intervention shown in figure 3 (for an enlarged copy refer to appendix 1) involved a help sheet that students could use to guide them through the self-assessment process. Put together by myself the intervention sheet was created as a result of findings in the literature, school policy and also the focus group and interviews pre-intervention. School policy involves the use of the assessment stamp shown in the centre of figure 3. It follows closely the definition of Assessment for Learning from the Assessment Reform Group (2000). The “where they are” (Assessment Reform Group, 2000, p. 2) is represented by the

comment box and the “where they need to go and how best to get there” (ibid) is represented by the target box.

Macfarlane-Dick (2006, p. 205) makes specific reference to giving students step by step guides for this type of intervention as it allows them to follow a clear process and gives them confidence in their actions. Black and Wiliam further support the use of an intervention sheet; “...the teacher must provide a model of problem-solving for the student.” (Black and Wiliam, 2006, p. 30) This also supports the concept of student autonomy as it is expected that students will further their skills and develop a responsibility for their own learning. It could be seen that this is too prescriptive and could in fact reduce creativity in the self-assessment process for the students and thus hinder results. With this in mind the results will need to be analysed in a way that identifies whether or not students simply copy from the sheet or if there is true understanding of their self-assessments.

Another consideration was the layout and aesthetics of the intervention as it should be both accessible and interactive (Macfarlane-Dick, 2006, p. 206). It was important to include the current levels to provide students with an example to assess themselves with. (Black, Wiliam, 2006, p. 33) The way current National Curriculum Levels work also provided natural steps for students to work through. The first step was that the students could identify which level they fall into. At the bottom of the intervention sheet level descriptors and been taken from National Curriculum Levels and simplified to that students could understand what is asked of them. This information was available to them during their assessment so that they were aware of what was being asked of them. Step two involved identifying which sub level would best describe what they had completed. Students were to use the descriptors to see whether they had touched on some of the elements of the level above, or were solidly in

their current chosen level or were closer to the level below. Step three asked them to identify a personal target as well as a comment which would describe why they felt they were where they were.

Sentence starters were available for those who found this difficult, which students were encouraged to use phrases from the level descriptors. There were two purposes for using the target and comment system; one was to follow the School's current marking policy which requires teachers to use a particular stamp to mark students work, the second, was to enable students to show exactly if they had understood what they were meant to do involves, to achieve their particular level, and to identify how they were going to get to the next level. It facilitated for student-teacher dialogue, to begin as rather than the students simply giving them a level, it allowed the teacher to understand why they thought they had achieved their level. With subjects like Citizenship, where there is no right or wrong answer, sometimes the justification itself can warrant a certain level given. In effect this furthers student's assessment as they justify what they have done.

The steps taken within this action research are shown in figure 4. It was deemed necessary to include staff, students and policy within initial research as the research could have an impact on those areas within the research school. Staff would have to implement any changes made and collaborate with the researcher. Students would be impacted by the intervention and thus, following attitudes within Citizenship of student inclusion, should be included fully in the process. School policy impacted on the research as a result of it being a sensitive issue, involving change to current practice which, should the school be evaluated in any official way could be seen and could impact on perceptions of the school.

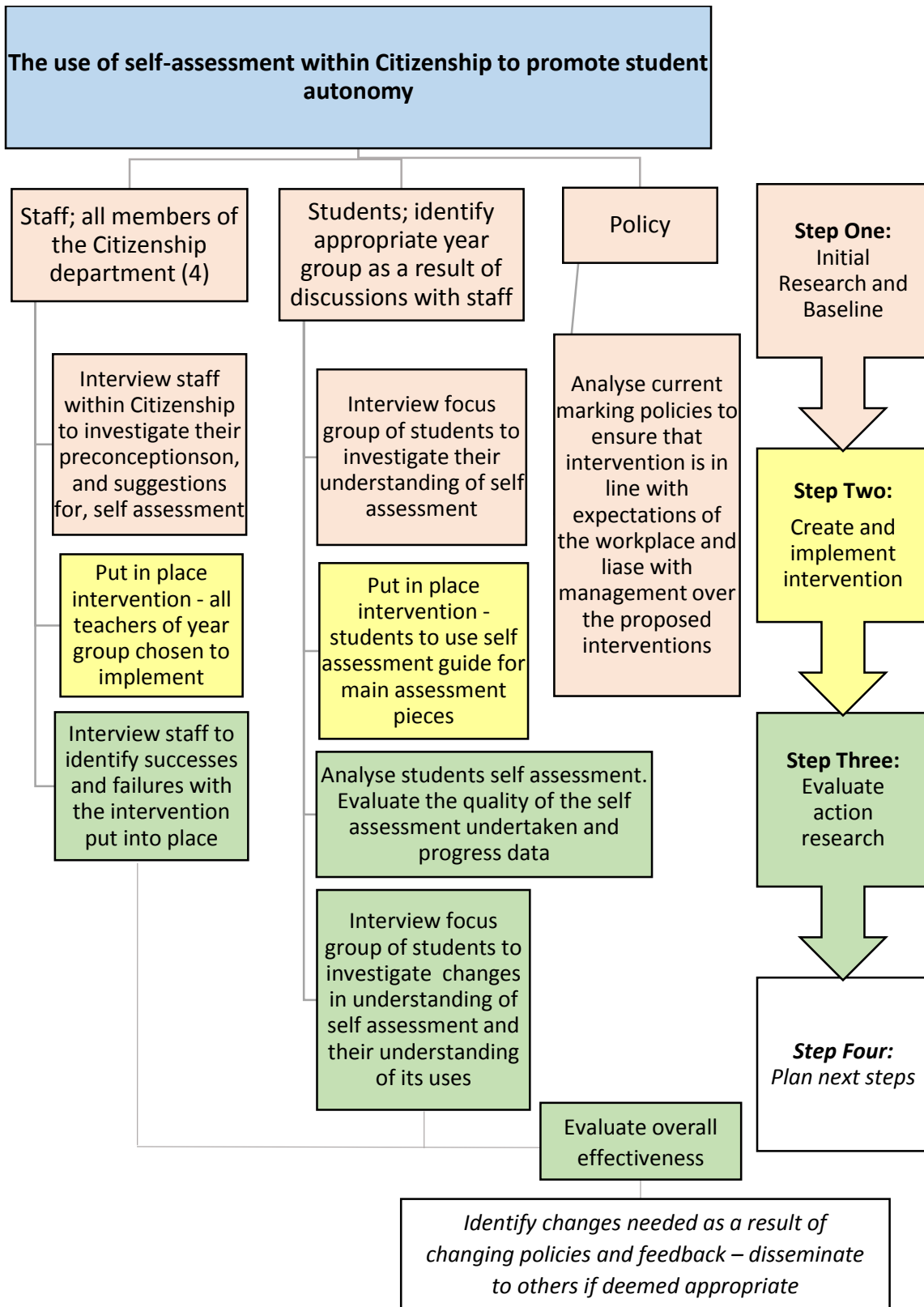


Figure 4

An evaluation of the methods of data collection and analysis identified within the plan will follow.

At this stage it is important to note the reasoning for those who were involved in the study. The collaborative nature necessary for action research within a school was made possible through the small department of Citizenship working together with a shared goal of improving progress. Comprised of an experienced member, an NQT, a non-specialist and myself (head of department) it allowed for a broad range of views on the intervention put into place. This in effect aided the method as there was a need for all to contribute in initial discussions although only three members of staff took part in implementing the intervention as a result of not all members of the department teaching the selected year group which would receive the intervention.

Through initial research, consisting of interviews with staff, it was deemed that Year 8 would make a suitable year group to introduce a new focus on self-assessment. As a non-examined year group, any negative impact would not directly impact on their external qualifications. In year 8, students are settled in the school and can draw on previous experience, whereas a lower year group may not have studied Citizenship previously and so may not have been able to reflect fully in pre-intervention interviews. Following discussions with the Principal, when ethical approval was sought, it was agreed that Year 8 would be an acceptable year group to work with, particularly in the case of Citizenship. Pike (2007, p.222) suggests that “assessment is more beneficial and Formative (for their lives as citizens)” but when this is mixed with external examinations (GCSE’s) the purpose changes for both the student and the teacher. In implementing a change to assessment processes with Year 8 there is less of a data driven orientation when compared to examined classes.

Through looking at the students use of self-assessments before and after the intervention in their books it would be possible to identify what impact the assessment has had on their academic progress when combined with termly data of levels showing if the rate of progress has changed as a result. In terms of personal progression this is something that cannot be fully measured on a small scale study but can be implied as a result of student's comments in focus group interviews. Focus group interviews with these students can also allow for a better understanding of students changing perspectives and understanding of self-assessments. Similar interviews with staff can allow for an overview of the way self-assessment is implemented in classrooms and their perspectives and value of the use of self-assessment. The use of interviews is drawn from Richardson's (2006; 2010) research in Citizenship assessment but is much smaller in scale since it is limited to one research school.

Data Collection

Data collection within this research project served to identify the type of intervention to put in place and the impact felt as a result. There have been some notable studies within Citizenship education, although mostly irrelevant contextually to this study, it would be unfair to not give some mention to prior action research within the subject area. The most notable ones are CIVED 1999 and ICCS 2009. When reviewing data collection considerations were given to those research studies done previously. ICCS examined achievement within Citizenship across 38 different countries (Shulz et al, 2009) and one of the main criticisms of this was that it did not give enough detailed responses in terms of individual students. Time restrictions were a particular issue with this study, and also it was important to ensure that students felt able to respond without the influence of teachers or peers. (Robson, 2007, p. 162)

There were a range of techniques used for data collection including interview, focus groups, results data and students work. Due to the differences between the qualitative and quantitative nature of these forms of data collection I shall discuss the interview with focus groups and then results data and students work separately.

Data Collection - Interview and focus groups

The aim of using an interview was to gather data and sample opinions, two goals Cohen et al (2000) identifies for the use of interviews. (p. 268) Through interview it was hoped an understanding of pre-conceptions of the issue of self-assessment in the classroom from both staff and students could be gained. On which responses were used to set up an intervention which aimed to enhance student autonomy in assessment within the classroom. To evaluate the impact of the intervention put in place staff and students were interviewed again to gauge personalised responses to it. In addition the self-assessment completed by students was coded and analysed and progress data from assessments used. Careful consideration was made in selecting these methods which will be discussed here.

To ensure that this research was valid the sample used was considered greatly. Due to the small numbers of staff involved, four, all of them were interviewed to gauge staff views. A smaller number of students from the 225 involved, representative of the group from which it was drawn (Cohen et al, 2000, p. 95), were in a focus group to gauge student's views. Ten students were involved in this as a probability sample, which although small in number for the overall numbers involved, was a reasonable amount to manage and analyse for a small scale research project. This enabled me to gauge the likely results whilst recognising that further research would need to be completed in order to make solid conclusions. The decision to interview staff individually and students in a group follows Cohen et als (2000)

emphasis on ensuring the setup of the interview is carefully considered in particular; “Group interviews of children might... be less intimidating for them than individual interviews.” (p. 287) It was also a method used by Richardson. (2010, p. 461)

To ensure the likelihood of bias was reduced Cohen’s (et al. 2000) guidelines for interviewing were considered when formulating the data collection to be carried out. Firstly questioning needed to avoid including their attitudes, opinions or expectations. Secondly the questions should not be leading. Thirdly responses should be interpreted with clarification where necessary. Lastly the interviewee should have a clear understanding of the question to be able to answer it sufficiently. (p. 121) The questions used to interview staff and students were carefully deliberated and were different for both groups but kept to the same themes. The questions used within the interviews can be seen in figure 5.

Interview Questions Pre-Intervention – Staff

- How effective do you feel students are at evaluating their own progress?
- To what extent do you use self-assessment in your lessons?
- Have you found it to be a successful method of assessing students' work?
- If you had to describe some advantages of self-assessment what would they be?
- If you had to describe some disadvantages of self-assessment what would they be?
- How do you feel students respond to self-assessment?
- Do you feel all learners understand self-assessment clearly?
- What would you like students to gain from self-assessment?
- What do you think students gain from self-assessment? – How might they gain academically? How might they gain personally?
- How do you think self-assessment could be improved?

Interview Questions Post-Intervention – Staff

Since the intervention:

- How effective do you feel students are at evaluating their own progress?
- To what extent do you use self-assessment in your lessons?
- Have you found it to be a successful method of assessing students work?
- If you had to describe some advantages of self-assessment what would they be?
- If you had to describe some disadvantages of self-assessment what would they be?
- How do you feel students respond to self-assessment?
- Do you feel all learners understand self-assessment clearly?
- What would you like students to gain from self-assessment?
- What do you think students gain from self-assessment? – How might they gain academically? How might they gain personally?
- How do you think self-assessment could be improved?

Interview Questions Pre-Intervention – Students

- How confident are you at evaluating your own work on a scale of 1 – 10?
- What do you understand by the term “self-assessment”?
- Have you used self-assessment in your Citizenship lessons? Can you give an example of how it was used?
- Do you think self-assessment is a good way of assessing work, can you give some possible pros and cons of it?
- How do you think using self-assessment in the class room could help you outside the classroom?
- How do you think using self-assessment might improve your progress in Citizenship?
- How do you think self-assessment could be used effectively in your lessons?
- Do you understand the current assessment criteria we use? (Students to be shown the current levelling system in place in the department)

Interview Questions Post-Intervention – Students

- How confident are you at evaluating your own work on a scale of 1 – 10?
- What do you understand by the term “self-assessment”?
- Have you used self-assessment in your Citizenship lessons? Can you give an example of how it was used?
- Do you think self-assessment is a good way of assessing work, can you give some possible pros and cons of it?
- How do you think using self-assessment in the class room helps you outside the classroom?
- How do you think using self-assessment has improved your progress in Citizenship?
- Do you think self-assessment is being used effectively in your lessons?
- Have you been able to use the assessment criteria we use?

Figure 5

The likert scale has been used as part of the interview questions to identify student perceptions on previous self-assessments (How confident are you at evaluating your own work on a scale of 1 – 10?). They were asked this during the pre-intervention questions to give a baseline to work from when identifying what impact the intervention had had. Comparable studies, such as the Westhill Seminars (Stern, 2014, p. 26), have used this approach to ensure that there is a starting point to ensure accurate evaluation.

The general environment of the interview was considered as per McAteers' (2013) guidelines. It was important to ensure that interviews were done at a reasonable time so as not to inconvenience the participants. Another consideration was the location of the interview so as to ensure the participants felt comfortable. Interviews took place during the school working day and in a neutral classroom on the school site.

Data Collection – Progress results and student work

To give more validity to the research student data from all 225 students, was obtained and analysed to identify the “convergent validity” of the results. (Cohen et al, 2000, p. 121) This was necessary due to the subjective nature of the qualitative data being collected where an argument could be made regarding any issues of bias in interpretation or influence from the interviewer. (p. 105) With the collection of results data it is important to recognise that the conditions in which the data is gathered should be carefully considered. Additional pressure or a sudden change in the way tests are done can impact on the data being collected. (Cohen et al, 2000, p. 334) As a result end of unit tests, experienced by the year 8 students during the previous academic year, will be maintained and the tests remain similar in their nature. The collaborative aspect of the action research project should ensure that staff are

on board and that additional pressure is not applied so as to concern the staff. This could have a knock on effect to the teachers' classes.

Data Analysis

The analysis of the data is critical to understanding the impact as a result of the research and intervention put into place. A mixed method approach requires careful analysis and cross referencing of findings. The interviews, qualitative data, provide personalised recollections of what is identified as needing improvement as well as evaluating the overall results. By using this method to identify the issue it provides a baseline to compare final evaluations with. Quantitative data, in the form of student's grades, will identify any academic achievement changes as a result of the intervention put into place.

Four separate sets of data required analysis in this research project which included the staff interviews, student interviews, student's work and students' levels. All interviews were transcribed and analysed using the same methods. Within the students interviews a pre-coded question, using the likert scale, was used providing some qualitative data which enabled the identification of students perceptions of their ability to use self-assessment and any impact the intervention may have had. The students work was thematically coded according to the responses given by students. Finally the quantitative data was tracked to identify the rate of progression to evaluate the impact that self-assessment has had on academic progress.

Data Analysis – Interviews and focus groups

The interviews within this research project, once transcribed, required careful analysis using the concept of coding which was defined by Kerlinger (in Cohen et al, 2000, p. 283) as “the translations of question responses and respondent information to specific categories for the

purpose of analysis.” It is essential to thematically code responses in a way that does not detract from the original meaning and retain the true meaning of the data whilst reducing the sheer quantity of data which qualitative research can deliver. As a result of the small scale study being completed there was only a few interviews with carefully considered questions to ensure that data can be analysed effectively in the time available. A certain level of interpretation will be involved and is noted as a potential flaw. To try and counteract this, and ensure validity, the qualitative data was combined with a quantitative approach taken to analysing students work and overall levels. This mixed method approach, through the correlation of the findings, was also a key method to reduce the issue of bias from the researcher.

Data Analysis – Progress results and student work

Students self-assessed their work in a prescribed manner, as a result of restrictions identified in the school marking policy. As a result all students followed the same format and their self-assessments were adequately compared, which is a benefit to the data analysis. With this qualitative data the responses were ranked according to the relevance of what is written by students and provided a quantitative analysis of student’s use of self-assessment within their work. The table in figure 5 shows the categories to be used and gives a description of what is expected within the categories. The comment and target expected of students will be analysed separately but the criteria for each are the same. This has been created uniquely for this research project but has been informed by other research methods which use coding. (Cohen et al, 2000) It is also similar to the likert scale used and similar data analysis to make it possible to plot on a graph.

Category	Description
1. Blank	No response given
2. Irrelevant	A response is given but does not relate directly to the piece being assessed and/or the success criteria
3. Some relevance	Response refers indirectly to the piece being assessed and/or the success criteria
4. Clear relevance	Response refers directly to the piece being assessed and/or the success criteria
5. Relevant and detailed	Response refers directly to the piece being assessed and links the work to the success criteria

Figure 6

To aid with the validity of the analysis moderation was used to ensure that the researcher's bias did not interfere with the accuracy of the results. As a part of departmental meetings staff collaboratively analysed the responses given which in turn will develop a consistent use of self-assessment across all classes within Citizenship and, following the first use of the intervention, aided with the accuracy. This was done with the belief it would contribute to improving results over time.

The quantitative data of student levels is arguably the least challenging to analyse as it is deemed to be more reliable as it is less likely to be subject to bias from the researcher. (Maxwell, 1992) Levels are awarded termly in the research school (with exception to the fifth term) and this continued whilst the research was ongoing. As a result it was possible to see changes in the levels as the year progresses. Term one through to term three had not been impacted by the intervention and so a comparison could be made between these first three terms and the final two (term four and six) which will have had students using self-assessment. The assessments used for this were consistent across all classes but there was room for error in terms of the assessment itself as they were created by the researcher. In

this instance the impact this had could be disregarded as a result of the measurement being progress orientated rather than accuracy orientated. The analysis here was valid so long as staff were consistent with the test used and the success criteria used to analyse the students. Moderation within the department should have aided with the validity of this data which was conducted at intervals across the academic year.

Ethical Considerations

When collecting data it was important to consider the ethical implications. The BERA guidelines for research where there are ethical implications provided clear guidance for this. In particular, "...researching in sensitive situations influenced by contexts of cultural difference and which impact on educational experiences" (BERA, 2011, pp. 5 – 6) directly relates to this study as a result of the Students involved being below the age of consent for research purposes. As a result the rights of the child were carefully incorporated into the data collection process. Students were informed that it was not compulsory to take part in the research in regard to the focus groups. (2011, p.6) All information gathered was anonymised and students were aware that this would be the case before taking part. Students were encouraged to give honest responses under the premise that the goal was to improve learning and teaching within the classroom. The data collected about progress across the year group was a process already undertaken by the school and the principle gave informed consent for this to be anonymised and used. Evidence of this can be seen in appendix 2 which shows the letter asking for consent.

Alongside considerations made as a result of BERA approval was sought and received from Oxford University through CUREC. The universities Modus-Operandi identified the research as low risk and so the principles approval of the research study meant that parental consent

was not deemed necessary for any part of the research undertaken. This included both a letter (appendix 2) to the principle asking for her permission, which was given, as well as an outline of the research questions (shown previously in figure 5). This ensured that the nature of the questions being used were suitable and focused on answering the research questions.

Careful consideration had to be given to the type and style of intervention to ensure that students benefited and that it did not impact students in a negative way. This was important when securing ethical approval for this research project.

Evaluation of Methodology

A mixed method approach is given to this research, which has been argued by some such as Edwards (1994) to be the most appropriate approach to action research. It was used successfully in comparable studies by Richardson (2006; 2010). Triangulation allows for more than one approach of data collection to be used to allow for “concurrent validity.” (Cohen et al, 2000, p. 112) This will allow for a greater confidence in the results and as a result should be able to provide stronger conclusions. This also fits with the original identification of those involved with this action research. Not only will both staff and students responses need to be triangulated but the views need to be compared to the factual evidence provided by quantitative data, a natural occurrence within schools with the mix of data driven exercises as well as written feedback and explanation.

Although initial findings are discovered through qualitative approaches quantitative data is necessary to give the findings substance. Interviews may provide crucial view points which “emphasise[s] the social situation of research data”. (Cohen et al, 2000, p. 267). This is crucial in terms of the collaborative approach given to the research in terms of the staff

participating in implementation, particularly with self-assessment, to ensure consistency and improve reflections on self-assessment. (Black and Wiliam, 1998b, p. 141) Collaboration has also been identified as important with the students themselves through student voice. As found within the literature, Sadler (1989) indicates that the process of involving students in research will in turn aid them in their Citizenship education which may assist them in the future. It has not gone unnoticed, however, that interviews provide a flaw in the research as a result of the bias that can occur both in the responses and the interpretation of the findings. Borg (as referenced in Cohen et al, 2000, p. 269) views the “direct interaction of the interview... [as] ...the source of both its advantages and disadvantages as a research technique”. The benefits of interviews are equal to the issues raised by them and therefore should still be considered as a valuable research technique.

Questionnaires could have been an alternative to interviews but they have similar issues with regard to bias and interpretation. For example, where open questions are used as information still needs to be filtered and analysed. (Cohen et al, 2000) Due to nature of the questions used it would not have been suitable to put them into a questionnaire. In addition, one advantage that interviews has over questionnaires is to further the responses given at the time, rather than holding focus groups as a result of the questionnaires later. Questionnaires would also have assisted with the issues of validity considering the smaller number of students interviewed compared to the numbers involved. With the students self-assessment responses being used as a resources to evaluate the impact this issue was not deemed to be a considerable issue. This is as a result of every students work being considered and using the interviews simply to understand “how they regard ... [the situation]... from their point of view” (Cohen et al, 2000, p. 267) With these issues in mind considerable efforts were made to reduce the likelihood of the impact of bias through

following advice in regards to the setup, questions posed and interpretation of the responses.

Findings and Discussion

Results

The mixed method approach used (Edwards, 1994) has provided a range of results which require separate analysis before connections can be made between them. Subsequently, in order to analyse their contributions effectively, I shall first explore what each part has to offer before discussing the overall results and summarising the key findings.

Pre-Intervention Interviews

Some of the pre-intervention interview data was used as part of the methodology as it informed some of the decisions needed to be made in order to put in place an effective intervention. However, there were some themes within the interviews that arose. These included, from the staff, concerns over how self-assessment will work for all groups of learners and the quality of responses that would be given. Something which the students commonly brought up was the worry that teachers would not mark their work if they marked it themselves and therefore they wouldn't know if they were right or wrong. These responses give an insight into perceptions of self-assessment as well as a baseline on which to compare post intervention results. Views given also helped to inform the intervention put in place. Staff and students were interviewed separately and the combined information was used to inform the intervention.

Staff

Three members of staff were interviewed to identify their views on self-assessment. An overview of responses is provided to each question. The responses varied and could be seen to differ according to the level of experience. As a result, and in the interests of anonymity, each member of staff has been labelled as 'A', 'B' and 'C' and shall be used consistently. 'A'

is the least experienced and 'B' is the most experienced member of staff, in terms of years of service, interviewed.

How effective do you feel students are at evaluating their own progress?

All staff members indicated that there were some who could evaluate their own progress and referenced their own experiences in using it. There was a clear awareness of the array of influencing factors when self-assessment is implemented in the classroom. 'A' commented that *"it depends on the group and really their previous experience at self-assessment"* and went on to explain that use of self-assessment focuses on tasks such as key word spelling and definition tests which do not allow students to develop their skills within Citizenship according to level descriptors. 'C' expressed some concern with regard to students using a guide sheet as it was felt they might *"randomly pick anything"*

To what extent do you use self-assessment in your lessons?

All staff indicated that they had used self-assessment in the classroom. All staff mentioned that self-assessment, and sometimes peer-assessment had been used with key term tests and student presentations. It was indicated that it was used at least once in every term. 'B' expressed a keenness to do so where possible (particularly with lower year groups) as *"It is always interesting to find out from the students their views on what they are doing"*

Have you found it to be a successful method of assessing students' work?

'A' explained their concerns with regards to the accuracy of self-assessment whilst 'B' embraced this; *"Sometimes we take a lot for granted, and this form of assessment forces us to look at a piece of work from a student's point of view."*

If you had to describe some advantages of self-assessment what would they be?

Two key words were consistent here in the responses; *'empower'* and *'encourage'*. There was a mutual opinion across the responses which identified that students could be more autonomous (although this phrase was not used) as a result of them taking ownership of their own assessment and subsequently their own learning.

If you had to describe some disadvantages of self-assessment what would they be?

All of the staff highlighted that the quality of responses given by students can often be the main disadvantage with self-assessment as it does not show an understanding of their current ability or how they will progress. It was highlighted by 'C' that until students are *"trained to understand that criticism is NOT a bad thing"* ('not' was emphasised in the pronunciation of the interviewee) they will struggle with it and therefore perceptions of it need to be changed.

How do you feel students respond to self-assessment?

Responses indicated that most students were positive when completing self-assessments.

Do you feel all learners understand self-assessment clearly?

It was suggested that students understood why self-assessment was used but that a clearer approach was needed to ensure students knew how to complete it effectively.

What would you like students to gain from self-assessment?

'B' and 'C' both referred to students developing their evaluative and analysis skills. 'A' took a noticeable pause before responding to this question and although did not use the terms they did describe evaluative and analysis skills; *"recognise their strengths and work out what the next step is whether moving to the to understand what makes them and how they can*

look at their piece of work and understand what they need to do to be In the next level they should be revealed”

What do you think students gain from self-assessment? – How might they gain academically? How might they gain personally?

It was generally agreed across the responses that self-assessment was used in such a basic form that there was little to be gained from it at the moment but the concept of ‘*empowerment*’ was reiterated. This could in turn aid academic, as well as personal (outside the classroom) progress. In particular it had the potential to develop student’s skills.

How do you think self-assessment could be improved?

All staff agreed that some form of more effective “*training*” could be used to better facilitate self-assessment in the classroom. ‘C’ used the phrase “self-esteem” in terms of this needing to be bettered and correlates with their answer given with regards to disadvantages of self-assessment. Clearly this was something that needed to be addressed and references an area in which students can develop in their personal skills.

Students

A group interview was used to identify student’s views on self-assessment. Due to the recording equipment used it was difficult to identify which responses were given by which students. For the purposes of this research an insight into overall perceptions were required and therefore it was not necessary to know individual responses. Should this have been necessary individual interviews would have been deemed more suitable as part of the methodology. An overview is provided here identifying the key points that were raised as a result of the group interview.

How confident are you at evaluating your own work on a scale of 1 – 10?

Out of the eight students in the group interview two responded with '3', one with '4', four with '5', and one with '6'. On average there was a low confidence in terms of the ability to self-evaluate.

What do you understand by the term "self-assessment"?

Responses here were similar across the students in the interview and followed a pattern of explaining that they mark their own work. *"It's where I look at my work and, um, mark it, like when we give ourselves a score for a spelling test"*

Have you used self-assessment in your Citizenship lessons? Can you give an example of how it was used?

All students had used self-assessment in their Citizenship lessons and most referred to using it for key term tests. One of the students mentioned using it when presenting to the class but could not explain anything specific about it. The response given for the previous question was largely repeated.

Do you think self-assessment is a good way of assessing work, can you give some possible pros and cons of it?

There was mixed opinion here and some students highlighted the idea that they thought teachers might use to get out of marking the books themselves. *"So teachers don't have to mark our books, if I were a teacher I'd do it to make it easier for me"* When asked if teachers also marked their books some students responded by mentioning that teachers often commented on their self-assessments. It was indicated that a lack of confidence might mean

that some do not level themselves properly and similarly some people might just want to give themselves a really good mark.

How do you think using self-assessment in the class room could help you outside the classroom?

There was a long pause with this question and further clarity was given through an explanation of “*when you leave school how could you use self-assessment?*” Responses here were vague and noticeably students did not structure whole sentences in response but tried to give some response rather than none. The most common phrase with this was “job?” in reference to being able to use it when they work after leaving school. Responses were asking for confirmation with students using a question like tone. One student took a very literal application of the use of self-assessment and responded with “*if I want to be a teacher I’ll know how to mark*”.

How do you think using self-assessment might improve your progress in Citizenship?

“*So we can see where we are going and what to do*” was the first response given and the other students agreed with this response.

How do you think self-assessment could be used effectively in your lessons?

A pause was noticed here before answers were given. Students thought that it could be used well if they were given more time and explanation of how to do it. They indicated that marking a key term test was ok as there was a right or wrong answer but were unsure how they could assess other pieces.

Do you understand the current assessment criteria we use? (Students to be shown the current levelling system in place in the department)

Out of the eight students in the group interview only three recognised the assessment criteria that had been on display in Citizenship specific classrooms.

[Analysis of Responses to Pre Intervention Interviews](#)

Key issues have been highlighted as a result of the pre-intervention interviews. Self-assessment did have value to both staff and students although its use and worth was not consistent across all. A better understanding of self-assessment by the students was needed in order for them to self-assess effectively. In particular they needed to be better acquainted with the National Curriculum levels or, in other words, the success criteria. Staff and students agreed that this would of benefit and allow for better progress. Here there was an emphasis by the staff of the skills that could be developed that would further personal progress and less of a focus was given to the academic development that could be impacted as a result of the use of better self-assessment. This would be difficult to prove, although questioning post-intervention gave some insight into any developing skills that might indicate better progression in personal skills. As the researcher I have tried to remain impartial to these concepts but my own pre-conceptions with regards to the issues currently faced within the department linking to self-assessment are reflected in their views. This was deemed appropriate for this research as it was collaborative.

As mentioned previously these responses were used to inform the creation of the intervention put in place to improve self-assessment. (Appendix 1) It was necessary to ensure this was clear, easy to use (for all learners) and provided clear links to the tasks being asked of them. Importantly it would ensure students interacted with the National Curriculum levels which they are assessed by. These pre-intervention interviews also provided a baseline in which to work with when analysing the post-intervention interviews.

Post Intervention Interviews

The intervention itself has been part explained in the methodology to ensure that the reasons for this type of research is clear. Interviews post-intervention have allowed an insight into changing perceptions as a result of a more focused approach to self-assessment in the classroom. The same questions used in pre-intervention interviews were posed to students and staff after the intervention and so notable changes in previous responses will be highlighted. As a practitioner and researcher in this process of setting up and running an intervention I shall make my own views obvious. Only two of the three staff members, 'B' and 'C', previously interviewed were interviewed again. This was as a result of the selection of an intervention with year 8 students as 'A' did not teach the year group during the research.

Staff

There were a few noticeable points that arose in the post-intervention interviews with staff. It was noticed that the intervention made more specific use of the Citizenship level criteria and raised students understanding of the success criteria for different tasks. It was felt by both 'B' and 'C' that, over time, students were making more accurate judgements about their current ability and future steps. 'B' stated that *"Students were more likely, as time went on, to complete their self-assessment and linked it to the descriptors on the intervention sheet"*. whilst 'C' said *"Some can critique their work very well and set themselves meaningful target"* but felt that *"some randomly picked statements from the intervention sheet"* As a result views were that self-assessment should continue to be used to further develop evolving skills 'C' acknowledged some of the advantages; the achievement of self-assessment is *"a greater self-awareness, and greater autonomy. Transferable skills that can be carried into all subjects and future work"*. Although the

intervention sheets had been successful in raising student engagement with self-assessment and a more positive approach was being seen in the classroom. Staff felt, when looking at work, that the sheets could be further differentiated to ensure that all students could use self-assessment in a beneficial way to them. There were mutual concerns that less able students would not benefit as much as more able students.

In terms of academic and personal progression two themes arose from the responses given. Academic progression was clear, 'B' and 'C' felt that, for the most part, students were using self-assessment to enable them to move into the next level and the goal of this was clear to both them and their students. With regard to personal development 'C' identified that students would gain; *"...I guess a greater sense of achievement and understanding. They quite like knowing and being involved with what teachers do behind the scenes and the mysteries of progression, so I guess it helps them to feel included in that process and empowered through it."* This was a key issue risen by Pearce and Spencer (1999) as we should, as part of Citizenship, practice what we preach to ensure students are involved, empowered and transfer the skills learnt within society later on in life. (Claxton, 2007) Through the medium of self-assessment students were feeling more engaged and knew the importance that assessment can have for them.

The most notable thing that I personally witnessed in the classroom when putting in the intervention was that students could have instant feedback which would then open up a written dialogue within the books. This saved time when marking of writing out the obvious comments and targets needed for the marking stamp but allowed more meaningful discussions about how to develop, why these were necessary and allowing time for students to put these developments into practice.

Students

The first question within the student's group interview asked students to evaluate how confident they were at self-assessment. A comparison is shown in figure 7 between responses in the pre and post intervention interviews. There is a clear increase here in the confidence level of those in the focus group and all felt they had improved in their ability to use self-assessment.

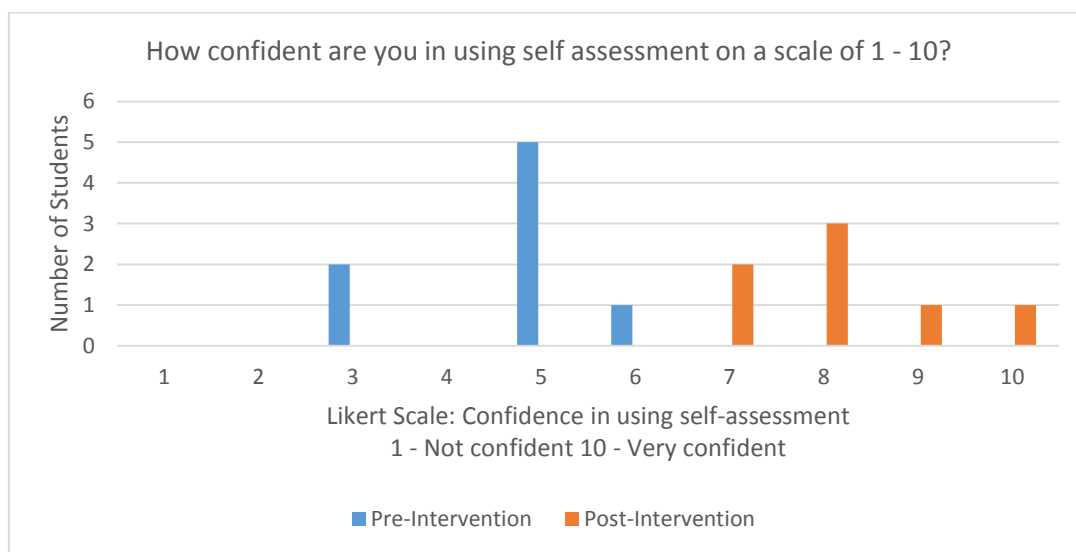


Figure 7

There was a much broader understanding of self-assessment shown when compared to the previous interview a separate understanding of the comment and target approach was also observed. One student in particular said *"It's testing your own ability and then working out what you need to improve on."* All the students commented that they felt self-assessment had been improved by the self-assessment guide sheets. Students were able to remember specific times in which they had used self-assessment and, without prompting, could explain what they had done and what their own target was for improvement.

When asked about the use of self-assessment outside of school students responded more positively than they had previously and spoke more clearly about being able to use it in future careers. One in particular said *“If I’m a teacher I’ll know how to mark”* whilst another said *“so I don’t become pig-headed”*. Students were more receptive to the idea that there are often improvements that can be made even when we think something is finished. All the students felt that their results have improved as a result of self-assessment and shared openly what level they were on and where they were aiming. They could also give reasons for these. The biggest issue identified by the students is that they wanted a faster response or confirmation of their level from teachers suggesting that future developments needed to be with student/teacher dialogue.

Analysis of Responses to Post Intervention Interviews

Both staff and students responded positively to the intervention put in place and the suggestions for improvements will be implemented in the future but were not identified in time for another action research cycle before the end of the research. Indications from the interviews are that staff and student perceptions on self-assessment within Citizenship improved and that student’s confidence of using them was developing. The intervention was an appropriate structure to use to facilitate student autonomy in assessing their own work and students appear to have understood the assessment criteria. The work done with regards to the levels on the intervention sheet, as indicated as a necessary task when working with perceptions and progression in Citizenship (Richardson, 2010), were generally successful. It has not gone unnoticed, however, that there is still room for improvement. The data collected from the student’s self-assessments and progression, in terms of their levels, over the year will enable a better clarification to what was found from this study.

Students Self-Assessments

The student's self-assessments have provided an insight into the quality of self-assessments being produced before and after the intervention. It also provided an opportunity to look at the student teacher dialogues which occurred as a result of the new assessment method. A self-assessment from term 2, 3, 4 and 5/6 (only one assessment piece is completed during these two terms) were analysed. Descriptors of the reasoning for each category is given in the methodology. Figure 8 and figure 9 shows the analysis of student's marks. Comments and targets have been analysed separately as there was disparity in the quality of responses between them. Some, for example, provided a better comment or target and so a generalisation would have skewed the results.

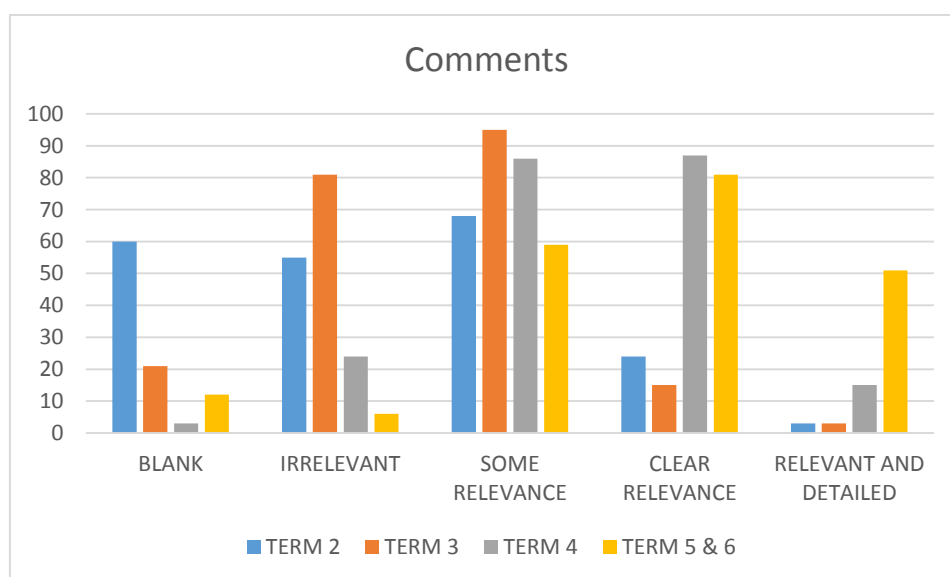


Figure 8

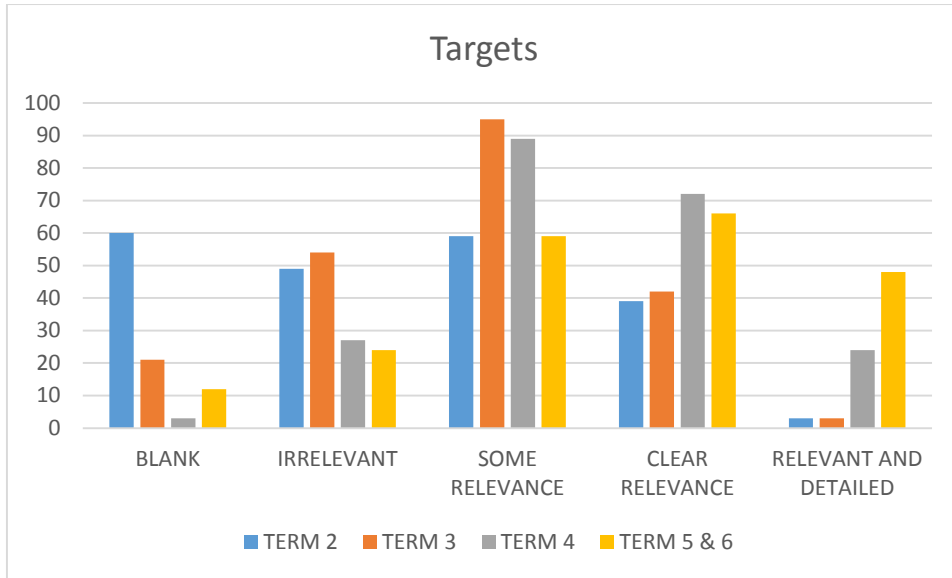


Figure 9

When assessing key term tests during terms 2 and 3 students were far more likely to either not fill in their assessment stamp or to write something which would not aid their future progress. An example of this is shown in figure 10 where the student has simply repeated their score. The target given by the student on this occasion is clearer as it gives the student something which could further their understanding of the topic. Neither target nor comment refer to the success criteria (shown in appendix 1 on the intervention sheet).

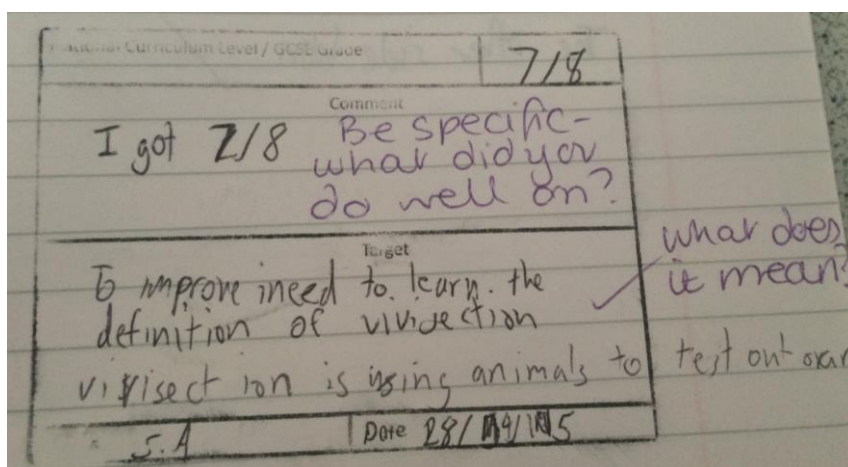


Figure 10

The quality of self-assessments in term 4 and 5 show a steady increase in the quality of marking used. An example of a student who significantly improved their self-assessment is given in figure 11. The top image shows the self-assessment in term 2 where the student had originally failed to complete the self-assessment (shown by the teacher asking where the self-assessment was). When compared to the bottom image there is a clear advancement in the quality of self-assessment being used as it now refers directly to the success criteria giving a clear understanding of current performance and some understanding of how to progress in the future.

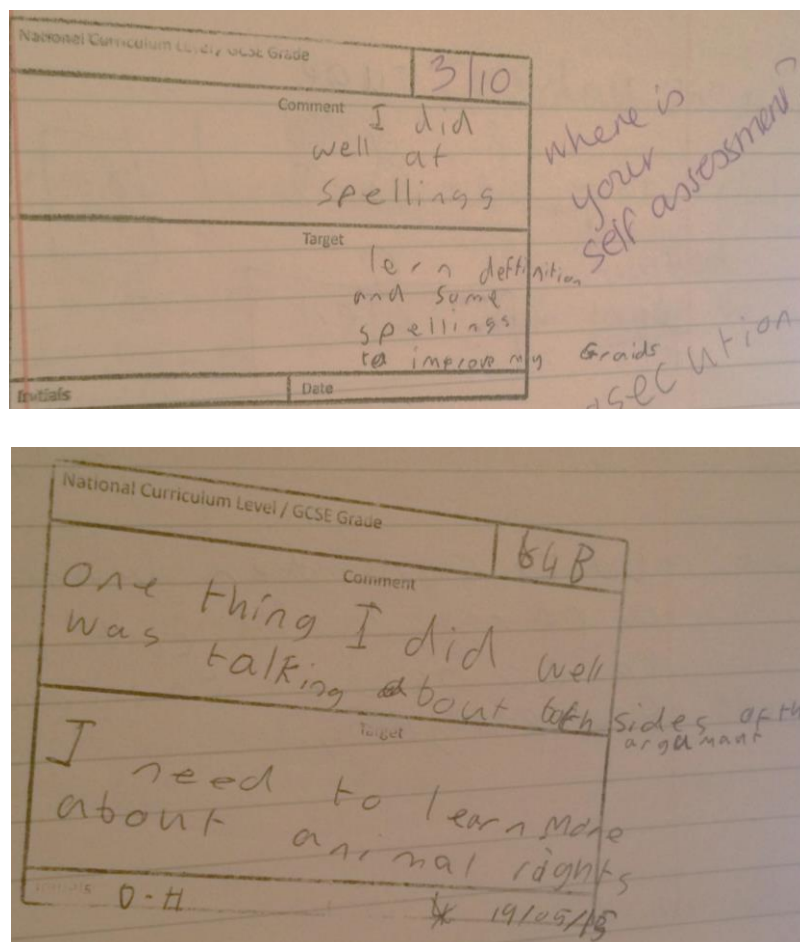


Figure 11

An analysis can be made here in terms of the quality of comments and targets. It appears that students are much better at identifying their success but are less able to identify clearly the next steps. In term 5, for example, there were over 80 comments which were clearly relevant whilst there were fewer than 70 targets in this category. This was not, however, the case when looking at earlier terms. Term 2 shows over 20 clearly relevant comments in comparison to almost 40 targets in the same category. It could be argued that it is easier to give a clear target when you know you got a spelling or definition wrong but not when considering a vast array of success criteria. This gives heed to staff interviews in which it was suggested that the level descriptors needed further development to ensure students were all able to access them.

Students Assessment Data

Student's levels from their termly assessments across the academic year has shown the rate of progression across the year. This is shown in figure 12. An average was taken from original data (see appendix 3) as there were 225 year 8s who had data for the whole school year. Those with missing pieces of data, as a result of leaving the school or joining part way through the year were removed to ensure it did not skew the results. It is notable in figure 12 that the rate of progression dipped slightly in term 4 which could be as a result of students familiarising themselves with the new self-assessment. The rise in term 5 supports this theory as the intervention sheet did not change between terms 4 and 5. Figure 13 compares the pre-intervention progression, terms 1 – 3 shown in orange, with the post-intervention progression, terms 3 – 5 shown in blue. Terms 1 – 3 shows a slope of 0.5756 whereas terms 3 – 4 show a slope of 1.367. The rate of progression shows to have more than doubled (with an increase of 137%).

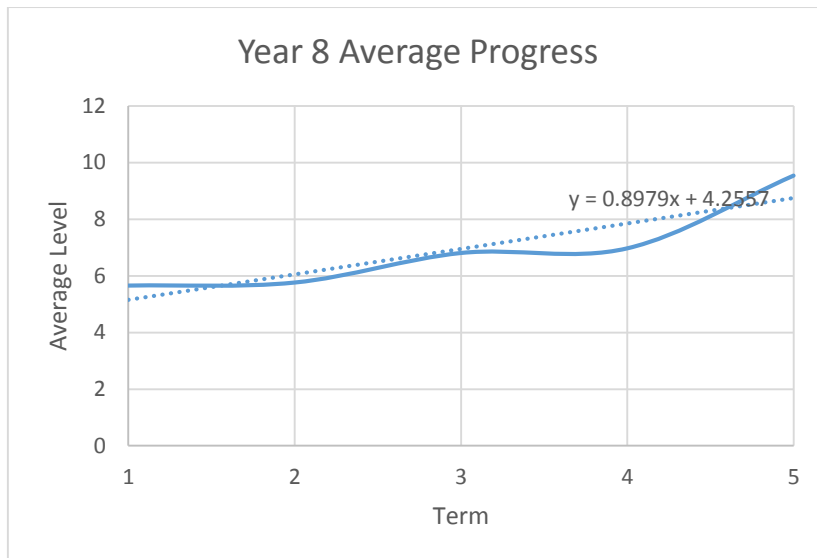


Figure 12

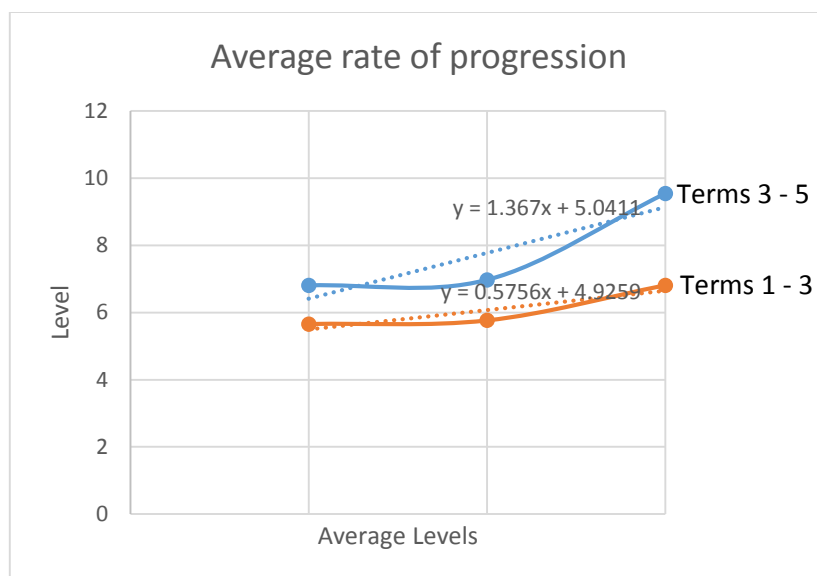


Figure 13

As concerns were made over the accessibility of lower ability students to the intervention the data was further analysed by splitting it into two; 50% of the top achievers according to their starting level in year 8 and 50% of the lowest achievers according to their starting level in year 8. Data, and a comparison of these, is shown in figure 14.

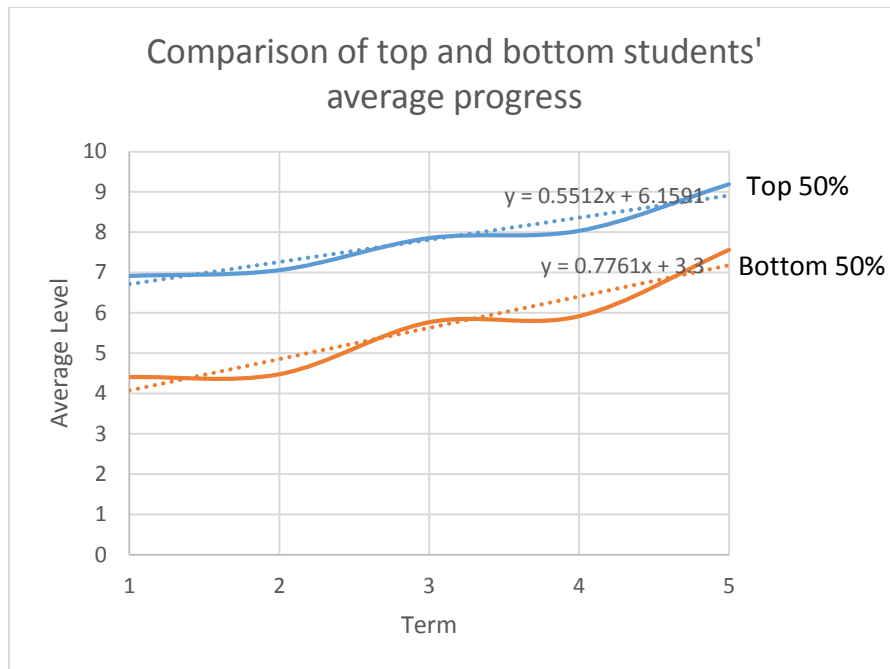


Figure 14

The comparison shown in figure 14 highlights that fears that those who were low achievers at the beginning actually progressed more than those who began on higher levels. When comparing the slopes of the lines students rate of progression was quicker for those starting on lower levels with an increased progression of 40%. This follows the research of Schunk (1996) who, along with Black and Wiliam (1998b) indicated a rise for all students and a reduction in the gap.

Discussion of Results

Having outlined the key findings of the data collected these results shall be analysed in terms of the original research questions and findings from the literature.

1. What perceptions do staff and students have on assessment techniques within Citizenship and how do they feel this helps students develop?

The interviews showed a range of perceptions held by staff and students on assessment techniques. As a result of the focus on Assessment for Learning within the interview questions responses related closely to this. Although students and staff both indicated a value in the use of self-assessment there was hesitation and doubt relating to the impact it could have within the classroom. This highlighted an issue with the way self-assessment is portrayed when considering the overall impact self-assessment had on the progression of students when implemented within this study.

Post intervention interviews allowed for a basic analysis of the change in perceptions of the self-assessment put in place. An increased confidence was observed here but perceptions were not wholly positive. Although the data disproved suggestions that progression would be less significant with less able students than more able students these views were still held by the staff. This suggests that further improvements are possible to boost perceptions and potentially increase the success of self-assessment as a result of a change in attitude towards its value. Student's confidence with self-assessment increased, as was suggested would be the case by Brookhart. (Stobart and Hopfenbeck, 2015) Improved performance and progression motivated students to continue developing their self-assessment skills. This indicated that perceptions of it had bettered but there were still suggestions that this was a method of allowing teachers to mark less. As a result a further emphasis could be given to student teacher dialogue to further validate student's efforts. (Brown and Harris, 2014) Both issues could be addressed though a further action research cycle which was not possible at the time of the study but could be implemented in the future. It was useful to have implemented the intervention for the time given as too many changes would have altered the way in which the results could be analysed.

2. How can self-assessment be structured in a way that enables students to reflect on themselves whilst enabling academic and personal progress?

Literature informed decisions made when putting together an approach for self-assessment. The intervention put in place was successful and identified a possible method of furthering academic and personal progress. Academic progress was clear in the assessment data with student's progression increasing at a faster pace following the intervention. Through this it could be interpreted that the skills intended to be learnt as a result of the intervention were successful. Students were, to a certain extent, more autonomous. Although there was a framework used and this could be seen to give too much opportunity for copying. Despite this Bouds (1998) understanding of student autonomy; being effective without the presence of a teacher, is evident. Students were actively assessing their own work without the teacher having to tell them what to write. Part of them completing the self-assessment was for them to use it to inform their next assessment and the progression in both the quality of self-assessments and levels shows that this was happening. From this it can be concluded that students were autonomous. As was evident in Hattie and Jaegers (1998) model achievement was enhanced and as a result students' efficacy was improved encouraging them to develop and gain new information to develop within the Citizenship national curriculum level framework. A wider study would be needed to clarify the findings further and draw more conclusive conclusions. It would also have been beneficial to try different methods to identify if other methods might be more successful.

3. How can assessment criteria be modified to allow all students to access it and use it for self-evaluation effectively?

By simplifying the terminology and giving a clear structure the intervention put in place for this study shows modification of assessment criteria can be successful. Within the intervention it was necessary to ensure that National Curriculum levels from Citizenship were maintained and familiar to other assessments across the National Curriculum to ensure they were meaningful to both students and teachers. (Richardson, 2010) The successes in using a simplified form of the National Curriculum levels as the assessment criteria shows that this method allowed student access and gave scope for them to self-evaluate effectively. The interviews positively recognised the value of using this method and the data gives evidence that the intervention was successful. There were occasions when some students did over assess, an issue raised by Butler (2011), but despite these occurrences the comment and target were still present and more valuable than before the intervention.

Conclusions

Main Findings

Student autonomy in the classroom was achieved by most students. Self-assessment did encourage student autonomy and improved commitment, efficacy and progression as was indicated would happen in previous studies. (Schunk, 1996; Bandura, 1977) Students became self-reliant when assessing their work and made good use of this Formative assessment when completing Summative tests. (Taras, 2009) As a result there is evidence to suggest that students were more aware of the success criteria and subsequently had the skills to enable them to achieve more, as was indicated by Black and Wiliam (2006).

Academic progress and personal progress was possible, although the measures of personal progress made this less definitive. It is clear, with student's levels data that academically student's rate of progression more than doubled following the intervention. This cannot solely be attributed to the self-assessment. Increased progress as the academic year went on would be expected, although perhaps not at this level. The rise in attainment was similar to that described by Black and Wiliam (2006) and Brown and Harris (2013). The feedback quality of the self-assessments, an important feature with assessments, according to Black and Wiliam (2006), did improve overall through the use of the self-assessment guide sheet.

One finding which was unexpected as a result of perceptions of staff regarding the impact self-assessment could have on all learners is that the gaps between learners can be reduced which is a key area of concern for a school meeting the needs of a mixed ability cohort. This reflects the findings of (Black and Wiliam, 2006) but does suggest that further work on the perceptions of self-assessment need developing. The view that only able students would be capable of completing self-assessments successfully needs to be addressed with further

work on self-assessment within the research school to ensure it is applied consistently. The quantitative data from this research piece should aid in this as seeing proof can foster belief in something. Another concern that was raised pre-intervention through the literature, which was also disproved, was that students would not have the confidence to complete self-assessments. (Brown and Harris, 2014) Despite this, when self-assessment was used more, there was increased confidence, better quality of responses and increased academic achievement.

Kerr (2010) encouraged action research in the area of Citizenship to develop the practice and policies within the subject area and this piece of research has done this for the research school it was based in. Through implementing change with the self-assessment students were able to develop their 'active citizen' skills (Crick, 1998) who are more autonomous in their efforts. (Tudor, 2011) The changes made did fit, as predicted, well within Citizenship as a result of this and was well received by the staff, and students, as a way of developing skills. Since skills based learning is not solely linked to Citizenship, and not every school has standalone lessons in Citizenship, it is possible that the results here could be repeated in other subject areas.

Limitations

All aspects of this research, although considered throughout this research, have limitations. The methodology, whilst justified previously, will have had an impact on the findings. In retrospect it is easier to identify the key limitations that will have had an impact on the overall results. Only one full action research cycle was undertaken due to time constraints. It would have been more useful to have developed the intervention further through continued collaboration with members of the Citizenship department to be able to

understand the impact post intervention feedback could have had. A mid-cycle reflection point would have assisted in this. (McAteer, 2013) In addition, as a result of the assessment points in the research school, these were quite spread out and should the action research have continued over a longer period a more accurate understanding of trends and developed progression may have been possible.

Having used a mixed method approach (Edwards, 1994) a further reflective piece of research could have been included in the form of questionnaires. (Cohen et al, 2000) Although not deemed necessary in the original methodology it would have been interesting to understand a wider range of views from students since the snippet of insight gained from the focus group gave short but insightful response. This would have allowed a better response to the first research question looking into perceptions of assessment within Citizenship. This would also have improved the sample as such a few were spoken to, compared to the numbers involved. The data gained from this large group does allow for strong conclusions but lacks reflection, particularly since Summative data was used from across the group to analyse the use of Formative assessment.

Other factors in the change in results must be considered. A key issue that could have impacted the results is the pressure to ensure that progression is evident for all students. This in particular could explain the increased rise in results towards the end of the academic year. As far as possible this approach was discouraged through departmental meetings ran by myself and also through the choice of year 8 where attitudes and concerns over results are less of an issue than in examined years.

Implications

The implications of this research piece have the potential to be significant for both myself as a teacher and the school. It has opened up further opportunities to develop self-assessment within the classroom in the research school, and potentially across the teaching alliance to which it belongs. Findings from this research shall be disseminated as part of continued professional development for all teaching staff in the research school. The practice of self-assessment will be further developed within the school, through collaboration with other subject leaders, during which a new research cycle can take place. This will allow a consistent approach which can evolve alongside changing approaches in assessment.

The skills acquired through developing a research piece within school are invaluable and I intend on continuing to use these when identifying other areas for improvement during my career. In particular to continue with good practice now in place further development will be needed to take into account for the removal of National Curriculum levels. Those within the Citizenship department have seen how research has a valuable role within education to ensure that efforts are focused and monitored to ensure maximum success and are keen to continue developing practice with this in mind.

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KS3 SELF ASSESSMENT GUIDE

1

What level did you work at today?

Find the level descriptor you have fulfilled the most this lesson. Then decide if you are 'a', 'b', or 'c':

A—you are almost into the next level
 B—you are a solid level and not closer to the one above or below
 C—you have just hit the level



2

What went well?

Find the level which you fit into the most—give your self a comment explaining what you've done to fit into that box.

One thing I did well was...
 I have successfully...
 I have developed...

3

How can you improve?

Look at the next level—give your self a target explaining what you should do to get to the next level

I need to develop my...
 To progress in the future I should...
 I need to learn...

Level 3	Investigate issues and find answers using different sources Show ideas to others; verbally or written Know how change happens Use some key terms	Level 4	Use a range of sources to investigate issues Give a range of views in a balanced manner Work in a team Use key terms and explain them clearly	Level 5	Draw conclusions using a variety of views/sources Identify where different view points come from Work well in a team Use key terms and explain them clearly with examples	Level 6	Create questions which develop understanding of an issue Evaluate views/sources to assess their validity and identify bias Develop informed opinion taking into consideration the views of others Work in a team having clear roles and responsibilities	Level 7	Respond to own questions which develop understanding of an issue Evaluate views/sources to assess their validity and identify bias including your own Evaluate overall effectiveness of arguments Evaluate the possibility of change and the role of citizens in this
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COMMENT	TARGET	4	5
		Sign:	Date:

Appendix Two – CUREC – Letter to principle

UNIVERSITY OF OXFORD

DEPARTMENT OF EDUCATION

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Director Professor Ernesto Macaro

Xx/11/2014



SCHOOL ADDRESS: *Omitted for anonymity*

Dear PRINCIPLES NAME: *Omitted for anonymity,*

I am writing to enquire about conducting research in school this academic year. As you know, I am studying for the Master's in Learning and Teaching at Oxford University, supervised by Therese Hopfenbeck. In my final research project, Student Autonomy in Assessment: An investigation into self-evaluation in the classroom allowing students to progress personally and academically, I will investigate how self-assessment can be better used within the classroom to provide students with the ability to identify what they are doing well and how they need to improve to progress. This has the ultimate goal of improving student attainment.

The research will take place with year 8 students within Citizenship. Four classes of year 8 will continue with self-assessment as it has been done within the department so far whilst the remaining four year 8 classes will receive intervention providing structure to their self-assessment. This will allow me to evaluate the impact any intervention I put in place has. All of the colleagues within the Citizenship department are aware of the intended research and have agreed to collaborate with me to develop self-assessment.

By participating in the research, the school would be contributing to a project that will deepen the department's understanding of how to improve self-assessment in Citizenship, and so potentially contributing towards developing ways of improving self-assessment across the school.

I hope to conduct this research between December 2014 and August 2015. I would interview staff and students and photocopy some of the students' written work. Interviews will be recorded for transcript purposes only. I shall also make use of our current whole school marking policy and whole school practices within my research.

Oxford University has strict ethical procedures on conducting ethical research with teachers and young people, consistent with current British Educational Research Association guidelines. As practitioner research however, the University recognises that schools have the highest ethical standards in any event. Therefore only your consent is necessary, and not that of parents. Throughout the research, students and other teachers will be able to refuse to participate in any research activities at any time.

All participants, including students, teacher and the school, would be made anonymous in all research reports. The data collected would be kept strictly confidential, available only to my supervisor and myself, and not used other than specified without further consent. All tapes would be destroyed at the end of the research period, and kept in locked conditions until then.

If you feel you would like more information about what is involved, please contact me. Please complete the attached consent form selecting the relevant box.

I look forward to hearing from you.

Yours sincerely,

NAME: *Omitted for anonymity*

Student Autonomy in Assessment: An investigation into self-evaluation in the classroom allowing students to progress personally and academically

RESEARCHERS NAME: Omitted for anonymity

University of Oxford, Department of Education

SCHOOL NAME AND PRINCIPLES NAME: Omitted for anonymity

- We do not wish to participate in this project.
- We would like to find out more about this project.
- We would like to take part in this project.

Signed:

If you would like further information, please contact me, or my supervisor. If you require clarification of the ethical approval, process please contact Chair of Department of Education Research Ethics Committee, Dr Nigel Fancourt.

Supervisor email: therese.hopfenbeck@education.ox.ac.uk

Chair of Department of Education Research Ethics Committee, Dr Nigel Fancourt email: nigel.fancourt@education.ox.ac.uk

Please return this form to me, thank you for your help.

Appendix Three – Raw Data

Book Analysis:

	TERM 2	TERM 3	TERM 4	TERM 5 & 6
BLANK	60	21	3	12
IRRELEVANT	55	81	24	6
SOME RELEVANCE	68	95	86	59
CLEAR RELEVANCE	24	15	87	81
RELEVANT AND DETAILED	3	3	15	51
	TERM 2	TERM 3	TERM 4	TERM 5 & 6
BLANK	60	21	3	12
IRRELEVANT	49	54	27	24
SOME RELEVANCE	59	95	89	59
CLEAR RELEVANCE	39	42	72	66
RELEVANT AND DETAILED	3	3	24	48

Assessment Levels:

Student	Term 1	Term 2	Term 3	Term 4	Term 5 & 6
1	4A	4A	5C	5C	5B
2	4B	4B	4A	4A	5C
3	4A	4A	5C	5C	5C
4	4B	4B	4A	5C	5C
5	4B	4B	4A	4A	5C
6	4B	4B	4A	5C	5B
7	4A	4A	5C	5C	5B
8	4B	4B	4A	5C	5C
9	4B	4B	4A	5C	5C
10	4A	4A	5C	5C	5B
11	4B	4B	4A	5C	5C
12	4A	4A	5C	5C	5C
13	5C	5C	5B	5B	5B
14	4A	4A	5C	5C	5C
15	4A	4A	4A	4A	4A
16	4B	4B	4A	5C	5C
17	4A	4A	5C	5C	5C
18	4B	4B	4B	4A	4A
19	5B	4B	4A	5C	5C
20	4A	4B	4A	5C	5C
21	4B	4B	4A	5C	5C
22	3A	3A	4C	4C	4B
23	4A	4A	5C	5C	5C
24	4A	4A	5C	5C	5C
25	4C	4B	4A	4A	5A
26	4C	4B	4A	4A	5C

27	4B	4A	5C	5C	6B
28	4C	4A	5C	5C	5A
29	5C	4A	5C	5C	6A
30	4B	3B	4C	4C	5B
31	4C	3B	4C	4C	5B
32	4C	4C	4A	4A	4A
33	4A	4B	4A	4A	5C
34	4B	3C	4B	4B	5C
35	4B	4A	5C	5C	6C
36	4C	4A	5C	5C	5B
37	3A	4C	4A	4A	5C
38	4C	3B	4C	4C	5C
39	4B	3A	4B	4B	5A
40	4A	4C	4B	4B	5B
41	4C	3A	4C	4C	4A
42	4B	5C	5C	5C	6C
43	4C	3B	4C	4C	5A
44	3A	3B	4C	4C	5C
45	4B	4A	4C	4C	4A
46	4C	3A	4C	4C	4A
47	4C	3A	4B	4B	5C
48	4B	4A	5C	5C	5B
49	4B	4C	4A	4A	5A
50	4B	4C	4A	4A	5A
51	4B	4C	4A	4A	6B
52	3A	3B	4C	4C	4B
53	4A	4A	5C	5C	5C
54	5C	5C	5B	5B	6C
55	4B	4B	4A	4A	5B
56	4A	4A	5C	5C	5B
57	4A	4A	5C	5C	5C
58	5C	5C	5B	5B	5B
59	4C	4C	4B	4B	5C
60	4B	4B	4A	4A	4A
61	5C	5C	5C	5C	5A
62	5B	5B	5B	5B	6B
63	3A	3A	3A	3A	4C
64	4A	4A	5C	5C	5C
65	4B	4B	4A	4A	4A
66	5A	5A	5A	5A	5A
67	5C	5C	5C	5C	5B
68	5C	5C	5C	5C	5A
69	4C	4C	4C	4C	4C
70	5C	5C	5C	5C	6C
71	4C	4C	4B	4B	4B

72	5C	5C	5C	5C	5A
73	4C	4C	4A	4A	4A
74	4C	4C	4B	4B	5C
75	4C	4C	4B	4B	4B
76	4C	4C	4B	4B	4B
77	4A	4A	4A	4A	5C
78	3A	3A	4C	4C	5B
79	4A	4A	4A	4A	5A
80	5C	5C	5C	5C	5C
81	4A	4A	5C	5C	5C
82	5B	5B	5A	5A	6C
83	5B	5B	5A	5A	6C
84	4B	4B	4A	4A	6C
85	4A	4A	5C	5C	6C
86	5C	5C	5B	5B	6C
87	5B	5B	5A	5A	6C
88	4B	4B	4A	4A	5C
89	4A	4A	5C	5C	5A
90	5B	5B	5A	5A	6B
91	5C	5C	5B	5B	5A
92	4A	4A	5C	5C	5A
93	5A	5A	6C	6C	6B
94	5C	5C	5C	5C	5C
95	4B	4B	4A	4A	5A
96	4B	4B	4A	4A	6C
97	4B	4B	4A	4A	5C
98	4B	4B	4A	4A	5C
99	5C	5C	5C	5C	6C
100	4A	4A	5C	5C	5C
101	4A	4A	5C	5C	6C
102	5C	5C	5B	5B	5C
103	3A	3A	4B	4B	5C
104	4B	4B	5C	5C	6C
105	4B	4B	4A	4A	6C
106	5C	5C	5B	5B	6C
107	5C	5C	5B	5B	6B
108	5B	5B	5A	5A	6C
109	5B	5B	5A	5A	6C
110	4B	4B	4A	4A	6C
111	4A	4A	5C	5C	6C
112	5C	5C	5B	5B	6C
113	5B	5B	5A	5A	6C
114	4B	4B	4A	4A	5C
115	4A	4A	5C	5C	5A
116	5B	5B	5A	5A	6B

117	5C	5C	5B	5B	5A
118	4A	4A	5C	5C	5A
119	5A	5A	6C	6C	6B
120	5C	5C	5C	5C	5C
121	4B	4B	4A	4A	5A
122	4B	4B	4A	4A	6C
123	4B	4B	4A	4A	5C
124	4B	4B	4A	4A	5C
125	5C	5C	5C	5C	6C
126	4A	4A	5C	5C	5C
127	4A	4A	5C	5C	6C
128	5C	5C	5B	5B	5C
129	3A	3A	4B	4B	5C
130	4B	4B	5C	5C	6C
131	4B	4B	4A	4A	6C
132	5C	5C	5B	5B	6C
133	5C	5C	5B	5B	6B
134	4C	4C	4A	4A	4A
135	4B	4B	4A	4A	5B
136	4A	4A	5C	5C	5C
137	4A	4A	5B	5B	5A
138	4A	4A	5C	5C	5A
139	3A	3A	4B	4B	4B
140	4C	4C	4A	4A	5C
141	4C	4C	4A	4A	4A
142	4A	4A	5B	5B	6C
143	4B	4B	4A	4A	5C
144	4A	4A	5C	5C	5B
145	4C	4C	4A	4A	4A
146	5C	5C	5B	5B	6C
147	4B	4B	4A	4A	5C
148	4C	4C	4A	4A	5B
149	5C	5C	5B	5B	6C
150	4A	4A	5C	5C	5B
151	4C	4C	4A	4A	4A
152	4A	4A	5C	5C	5A
153	4B	4A	5C	5C	5A
154	4B	4B	4A	4A	5B
155	4B	4B	5C	5C	5B
156	4C	4B	4A	4A	5B
157	4B	5C	5B	5B	6C
158	4B	4B	4A	4A	5B
159	4C	4B	4A	4A	6C
160	4C	4C	4A	4A	5B
161	4C	4C	4A	4A	4A

162	4C	4C	4A	4A	4A
163	4B	4C	4A	4A	5C
164	4C	4C	4A	4A	5C
165	4A	4A	5C	5C	5B
166	4C	4A	5C	5C	5A
167	4C	4C	4A	4A	5B
168	4B	4B	5C	5C	5A
169	4C	4C	4A	4A	4A
170	4C	4C	4A	4A	5A
171	4C	4C	4A	4A	5A
172	4A	4A	5C	5C	5A
173	4C	4C	4A	4A	5B
174	4A	4A	5B	5B	6C
175	4B	3B	4C	4C	5B
176	4B	4B	4A	4A	5C
177	4B	4B	5C	5C	5B
178	5B	5A	6C	6B	6B
179	3C	3B	3A	4C	4A
180	5C	5C	5B	5B	5A
181	5A	6C	6C	6B	6B
182	4B	4A	5C	5B	5B
183	4A	4A	4A	5C	5A
184	4A	5C	5C	5B	5A
185	5B	5A	5A	6C	6B
186	4B	4A	5C	5B	6C
187	4A	5C	5C	5C	5B
188	4B	4A	5C	5B	5A
189	4B	4A	4A	5C	5C
190	5B	5A	6B	6A	7C
191	5C	5A	6C	6C	6A
192	4A	5C	5A	5A	6C
193	5B	5B	5A	5A	6C
194	5B	5A	6C	6C	6B
195	5B	5A	6C	6C	6B
196	4B	4A	5C	5C	5B
197	4A	5C	5B	6C	6C
198	4B	4A	4A	4A	5B
199	4A	5C	5A	5A	5A
200	5B	5A	5A	6C	6C
201	4B	4A	5C	5C	5B
202	4C	4B	4A	4A	5C
203	3C	3B	3A	4C	4C
204	4B	4A	4A	4A	5C
205	5C	5C	5C	5C	5A
206	6C	6C	6C	6C	6B

207	5B	5B	5A	5A	6C
208	5C	5C	5C	5B	5A
209	5B	5A	5A	5A	6C
210	3A	4C	4C	4C	4A
211	5A	6C	6C	6B	6A
212	5A	5A	5A	5A	6C
213	4A	5C	5B	5B	5B
214	5B	5A	5A	5A	6A
215	5C	5B	5A	6C	5A
216	4C	4B	4A	4A	4A
217	5B	5A	6C	6B	6A
218	5C	5C	5B	5A	6C
219	5C	5C	5B	5A	6B
220	5B	5B	5B	5A	6C
221	5B	5A	6C	6C	6A
222	4A	5B	5A	6C	6C
223	5B	5A	6C	6B	6A
224	4C	4B	5C	5A	6C
225	4B	4A	5B	5A	6C

Average Progress of all Students

Student	Term 1	Term 2	Term 3	Term 4	Term 5 & 6	Key
1	6	6	7	7	8	3c 1
2	5	5	6	6	7	3b 2
3	6	6	7	7	7	3a 3
4	5	5	6	7	7	4c 4
5	5	5	6	6	7	4b 5
6	5	5	6	7	8	4a 6
7	6	6	7	7	8	5c 7
8	5	5	6	7	7	5b 8
9	5	5	6	7	7	5a 9
10	6	6	7	7	8	6c 10
11	5	5	6	7	7	6b 11
12	6	6	7	7	7	6a 12
13	7	7	8	8	8	
14	6	6	7	7	7	
15	6	6	6	6	6	
16	5	5	6	7	7	
17	6	6	7	7	7	
18	5	5	5	6	6	
19	8	5	6	7	7	
20	6	5	6	7	7	
21	5	5	6	7	7	
22	3	3	4	4	5	

23	6	6	7	7	7
24	6	6	7	7	7
25	4	5	6	6	9
26	4	5	6	6	7
27	5	6	7	7	11
28	4	6	7	7	9
29	7	6	7	7	12
30	5	2	4	4	8
31	4	2	4	4	8
32	4	4	6	6	6
33	6	5	6	6	7
34	5	1	5	5	7
35	5	6	7	7	10
36	4	6	7	7	8
37	3	4	6	6	7
38	4	2	4	4	7
39	5	3	5	5	9
40	6	4	5	5	8
41	4	3	4	4	6
42	5	7	7	7	10
43	4	2	4	4	9
44	3	2	4	4	7
45	5	6	4	4	6
46	4	3	4	4	6
47	4	3	5	5	7
48	5	6	7	7	8
49	5	4	6	6	9
50	5	4	6	6	9
51	5	4	6	6	11
52	3	2	4	4	5
53	6	6	7	7	7
54	7	7	8	8	10
55	5	5	6	6	8
56	6	6	7	7	8
57	6	6	7	7	7
58	7	7	8	8	8
59	4	4	5	5	7
60	5	5	6	6	6
61	7	7	7	7	9
62	8	8	8	8	11
63	3	3	3	3	4
64	6	6	7	7	7
65	5	5	6	6	6
66	9	9	9	9	9
67	7	7	7	7	8

68	7	7	7	7	9
69	4	4	4	4	4
70	7	7	7	7	10
71	4	4	5	5	5
72	7	7	7	7	9
73	4	4	6	6	6
74	4	4	5	5	7
75	4	4	5	5	5
76	4	4	5	5	5
77	6	6	6	6	7
78	3	3	4	4	8
79	6	6	6	6	9
80	7	7	7	7	7
81	6	6	7	7	7
82	8	8	9	9	10
83	8	8	9	9	10
84	5	5	6	6	10
85	6	6	7	7	10
86	7	7	8	8	10
87	8	8	9	9	10
88	5	5	6	6	7
89	6	6	7	7	9
90	8	8	9	9	11
91	7	7	8	8	9
92	6	6	7	7	9
93	9	9	10	10	11
94	7	7	7	7	7
95	5	5	6	6	9
96	5	5	6	6	10
97	5	5	6	6	7
98	5	5	6	6	7
99	7	7	7	7	10
100	6	6	7	7	7
101	6	6	7	7	10
102	7	7	8	8	7
103	3	3	5	5	7
104	5	5	7	7	10
105	5	5	6	6	10
106	7	7	8	8	10
107	7	7	8	8	11
108	8	8	9	9	10
109	8	8	9	9	10
110	5	5	6	6	10
111	6	6	7	7	10
112	7	7	8	8	10

113	8	8	9	9	10
114	5	5	6	6	7
115	6	6	7	7	9
116	8	8	9	9	11
117	7	7	8	8	9
118	6	6	7	7	9
119	9	9	10	10	11
120	7	7	7	7	7
121	5	5	6	6	9
122	5	5	6	6	10
123	5	5	6	6	7
124	5	5	6	6	7
125	7	7	7	7	10
126	6	6	7	7	7
127	6	6	7	7	10
128	7	7	8	8	7
129	3	3	5	5	7
130	5	5	7	7	10
131	5	5	6	6	10
132	7	7	8	8	10
133	7	7	8	8	11
134	4	4	6	6	6
135	5	5	6	6	8
136	6	6	7	7	7
137	6	6	8	8	9
138	6	6	7	7	9
139	3	3	5	5	5
140	4	4	6	6	7
141	4	4	6	6	6
142	6	6	8	8	10
143	5	5	6	6	7
144	6	6	7	7	8
145	4	4	6	6	6
146	7	7	8	8	10
147	5	5	6	6	7
148	4	4	6	6	8
149	7	7	8	8	10
150	6	6	7	7	8
151	4	4	6	6	6
152	6	6	7	7	9
153	5	6	7	7	9
154	5	5	6	6	8
155	5	5	7	7	8
156	4	5	6	6	8
157	5	7	8	8	10

158	5	5	6	6	8
159	4	5	6	6	10
160	4	4	6	6	8
161	4	4	6	6	6
162	4	4	6	6	6
163	5	4	6	6	7
164	4	4	6	6	7
165	6	6	7	7	8
166	4	6	7	7	9
167	4	4	6	6	8
168	5	5	7	7	9
169	4	4	6	6	6
170	4	4	6	6	9
171	4	4	6	6	9
172	6	6	7	7	9
173	4	4	6	6	8
174	6	6	8	8	10
175	5	2	4	4	8
176	5	5	6	6	7
177	5	5	7	7	8
178	8	9	10	11	11
179	1	2	3	4	6
180	7	7	8	8	9
181	9	10	10	11	11
182	5	6	7	8	8
183	6	6	6	7	9
184	6	7	7	8	9
185	8	9	9	10	11
186	5	6	7	8	10
187	6	7	7	7	8
188	5	6	7	8	9
189	5	6	6	7	7
190	8	9	11	12	7C
191	7	9	10	10	12
192	6	7	9	9	10
193	8	8	9	9	10
194	8	9	10	10	11
195	8	9	10	10	11
196	5	6	7	7	8
197	6	7	8	10	10
198	5	6	6	6	8
199	6	7	9	9	9
200	8	9	9	10	10
201	5	6	7	7	8
202	4	5	6	6	7

203	1	2	3	4	4
204	5	6	6	6	7
205	7	7	7	7	9
206	10	10	10	10	11
207	8	8	9	9	10
208	7	7	7	8	9
209	8	9	9	9	10
210	3	4	4	4	6
211	9	10	10	11	12
212	9	9	9	9	10
213	6	7	8	8	8
214	8	9	9	9	12
215	7	8	9	10	9
216	4	5	6	6	6
217	8	9	10	11	12
218	7	7	8	9	10
219	7	7	8	9	11
220	8	8	8	9	10
221	8	9	10	10	12
222	6	8	9	10	10
223	8	9	10	11	12
224	4	5	7	9	10
225	5	6	8	9	10

Average: 5.657778 5.764444 6.808889 6.973333 9.5428571
Top 50% 6.919643 7.0625 7.857143 8.035714 9.1891892
Bottom 50% 4.40708 4.477876 5.769912 5.920354 7.5663717