St. Catherine University

SOPHIA

12-2013

The Effects of a Rubric Used as a Formative Peer/Self Evaluation Tool

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An Action Research Report
By Nicole E. Vaith

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Submitted on December 18, 2013
In fulfillment of final requirements for the MAED degree
St. Catherine's University
St. Paul, Minnesota

Advisor:_____   Date:_____

Abstract

The action research study was conducted in a public high school in an upper secondary classroom setting; three classes were included, with 91 students from a variety of backgrounds. This investigation was intended to examine how the rubric used as a formative peer-evaluation tool and self-evaluation tool affect student confidence in understanding assignment expectations and overall objective achievement. Baseline data was collected, regarding students' initial understanding of the assignment expectations. Peer-evaluation and self-evaluation data was collected. After the peer and self-evaluation data was collected, students participated in a post-survey. Both data regarding understanding of assignment expectations, and overall objective achievement, were collected. The results showed an increase in student understanding of assignment expectations after the completion of the peer-evaluation and self-evaluation processes. The data also revealed that with the completion of peer-evaluation and self-evaluation, using the summative assignment rubric, students showed an increase in overall mastery of the assignment objectives.

The only thing scarier than death, to 11th grade students, is public speaking. So when it was time for my 11th grade English students to begin presenting their persuasive speeches, I knew I would be met with resistance. In an attempt to calm the nerves of my students, I had members from the high school speech team come to my classroom and demonstrate their competition speeches. In an effort to engage each student in active listening, I had my students evaluate the speech team members using the grading rubric that I would be using to evaluate their speeches. This was the catalyst to learning how the rubric, used as a formative tool in peer/self-evaluation, affects student confidence in understanding assignment expectations and overall objective achievement.

I began my research with Heidi Goodrich Andrade's work *Using Rubrics to Promote Thinking and Learning,* in which Andrade (2000) states, "Instructional rubrics make teachers' expectations very clear. Traditionally educators have kept criteria and standards to themselves. The answers to the test were secret, and teachers tended not to articulate what counted when they gave grades" (p.16). The idea that teachers had been almost secretive about how to achieve success seemed appalling. It was then that I made the connection to leading researcher, in the field of authentic assessment, Grant Wiggins (2013) who emphasized repeatedly that teachers needed to be transparent and forthcoming about standards and expectations (Minnetonka Summer Institute, Wiggins, 2013). I needed to be more transparent about the expectations. I realized I had been the teacher who was almost unintentionally secretive about how my students could be successful.

In an attempt to make my expectations clear, and allow students to achieve mastery of assignment objectives, I knew I wanted to use the rubric in my action

research. Rubrics are easy for most people to understand at a glance. And there are graduations of quality and criteria that are easy to follow (Andrade, 2000, p.15). By scaffolding the criteria, rubrics could allow my students to effortlessly grade peer presentations and in doing so help to establish a familiarity with the assignment objectives.

I wanted to know if I allowed the students to use the rubric as a formative tool to evaluate themselves and peers, as opposed to a strictly summative tool used by me, if my students would report having a better understanding of expected outcomes. This idea was supported by Andrade (2000) who explores the positive outcomes of using instructional rubrics as opposed to grading rubrics, stating, "A rubric that is…used to facilitate peer assessment, self-assessment, and teacher feedback… it is not just about evaluation anymore; it is about teaching"(p.3). Involving the students early on in self-assessment avoids the repetition of obvious corrections and avoids mechanical and low-level feedback from teachers (Reeves, 2011, p. 87). By allowing my students to take part in the evaluation process, using a rubric as a formative tool, I hoped to ingrain a deep sense of the unit's objectives.

Sandy Bargainnier (2003) also validates my inquiry as to whether or not to use the rubric in the formative stages of an assignment; she states," Consistent use of well-designed rubrics significantly improves the facilitation of learning by providing both students and instructors with the clarity and commonality of purpose" (p. 2). This research is confirmed by the work of Skillings and Ferrel (2000) who focus on the importance of involving students in the assessment process. Their research notes that it is important for teachers to use rubrics. Skillings and Ferrll's research proved an increase in

engagement and understanding of expectations associated with the standards when a rubric was used (Skilling and Ferrll, 2000). After researching the purpose and best practices of rubrics in the classroom, I came to learn that my students would have a better chance of achieving distinguished marks, on work, if they engaged with a rubric in the formative stages of an assignment.

My action research took place in a St. Paul, Minnesota, suburban high school. The school holds approximately 1600 students, 9th grade through 12th grade. The racial makeup of the school is 86.5% White, 3.9% African American, 0.5% Native American, 5.3% Asian, .01% Pacific Islander, 1.4%, Hispanic or Latino 4.8%. The graduation rate is 93%, and the percentage of students who qualify for free and reduced lunch is 15%.

My 11th grade English classes were the participants of the action research. There were 91 participants in the study. One of my three 11th grade classes was a team class and has 17 students who identify as having special needs. There are also three students who identify as English language learners. My other two classes are 10th grade classes and were not involved in the action research project.

Attentive to the importance of involving rubrics in formative feedback, I've created an action research plan to implement a rubric in the peer-evaluation and self-evaluation process. This plan will be addressed in the next segment.

Description of Research Process

With my 11th grade American Literature classes, I decided to use a digital storytelling project (See Appendix A) that I developed in an educational technology class at St. Catherine University. The research took place over a two-week time frame, beginning on September 24th, 2013 and ending on October 4th, 2013. The data sources I

used to carry-out my action research included the following: A student survey to determine baseline understanding of the assignment objectives, a scoring rubric used as a peer-evaluation tool, observation data used during the peer-evaluation process, a scoring rubric used after the self-evaluation process, a student survey post presentations, and a summative scoring rubric.

To begin the unit, I distributed the digital storytelling assignment and rubric (See Appendix B) to the students via their Schoology course assignment folder. As a class, I had students open the assignment description document on their I-pads, and I projected the document on the Smart board. We read through the description together. The assignment is designed to meet the following Minnesota State Standard(2010): "Students will create a multimedia work, a multimedia remix, or digital communication for specific purpose that avoids plagiarism and publishes work." Students used the digital storytelling assignment to address their interpretation of the phrase, "Life, Liberty and the Pursuit of Happiness" found in the Declaration of Independence. In American Literature, students are required to familiarize themselves with the early American documents of the 16th century. As a way to meet these standards, and show growth toward the standards, I designed the following unit.

After we read through the digital storytelling directions, I had students open the rubric on their I-Pads. I then projected the rubric on the Smartboard, and I explained each phase of the rubric to the students. After going through the rubric, I asked students if they had any questions regarding the assignment and rubric. I then played an example on the Smartboard of a digital story I created that followed the assignment layout. After showing the example, I called for questions. At that point, I had the students' open the digital

storytelling baseline survey in their Schoology folders. This was the first data to be collected (See Appendix C). The students completed the survey, on their I-pads, through Google Forms. The survey was given to measure how confident students felt after receiving the rubric and instructions for their digital storytelling assignment. I asked students to rate how confident they felt in receiving an "A" on the assignment. I also asked students if they knew what a rubric was and whether or not they felt like they could do well on the assignment without a rubric present. Finally, I asked students if seeing other students work would make them feel more confident in mastering their work. I used this data as a starting point to hopefully see growth in students' confidence toward completing this project and earning a satisfactory grade.

After establishing a baseline, the students moved to the computer lab and over the next two days, began working on their digital storytelling projects using a program called Windows Movie Maker. On the third day, the students were asked to access the rubric in their Schoology assignment folder, and find a peer that they trusted to watch and evaluate their project. During this time, I circulated around the classroom observing (See Appendix D) engagement in the peer-evaluation process. Students then submitted their completed peer-evaluation scores to me via Schoology. I used this data to establish an initial grade for each student in hopes that by the end of their project, there would be a growth shown from the first product to the finished product.

At the beginning of the fourth day, I had students take a survey (See Appendix E) asking some of the same questions as the baseline survey, but I added the following questions: Do you feel the peer-evaluation helped you better understand the project goals? Do you feel the peer evaluation process will help you better understand how to

receive an "A"?, Do you believe the feedback from your partner was helpful in understanding how you might improve your grade? Students were then given time to work on implementing their peers' suggestions.

At the end of the fourth day, students completed the same rubric that their peers used to score themselves; those rubrics were submitted to me. When students came back on the fifth day, they took another student survey that asked them some of the same questions as the first survey, but this survey (See Appendix F) asked additional questions regarding the self-evaluation process. The following were examples of the additional questions: Do you feel the self-evaluation process helped you better understand the project goals?, Do you feel the self-evaluation helped you better understand how to receive an "A"?, Do you understand what you still need to do to complete your project? Students were then given time to make any changes to their projects, noted on their self-evaluations, before they published their digital stories to Youtube and posted their URL to the Schoology discussion board.

We started the presentations on the sixth day of the unit. I used the same rubric that the students used in the peer-evaluation and self-evaluation process to score their final products. The students presented their videos by simply standing by the Smartboard and allowing their digital stories to play for the class. During that time, I used the rubric to score their digital stories. I used the summative scores to measure against the peer-evaluation rubric and the self-evaluation rubric as artifacts to show growth toward achieving the assignment objectives.

When students finished their presentations, and after I passed back their summative rubrics with their scores, students were asked to complete a final survey

(Appendix G) that asked questions regarding their final grade and if they noticed growth toward achieving the assignment objectives. The questions follow: Do you feel that you fully understood all of the assignment objectives? Did you find the peer-evaluation process helpful? Did you find the self-evaluation process helpful? Did you find having the rubric before hand beneficial? If you could change anything about this assignment, what would it be? I used the reflection survey as a comparison to the baseline survey, the peer-evaluation survey, and the self-evaluation survey to see if students showed growth in confidence by engaging in the peer-evaluation and self-evaluation process. The next section of the action research will focus on the analysis of the effects of a rubric used as a formative peer/self evaluation tool.

Analysis of Data

As described in the previous section, there were multiple measures taken throughout the action research project in an attempt to answer how the rubric, used as a formative tool in peer and self-evaluation, affects student confidence in performance and overall objective achievement. The following are the results of data in the form of inquiry, observation, and artifacts, collected during the action research project, followed by a description of discoveries found throughout the action research project.

To begin, I used a baseline survey to assess how many students had previously participated in a digital storytelling project. Students reported that 4% of 91 students had participated in a digital storytelling project, and 96% of 91 students reported they had not participated in a digital storytelling project. Of the 4% that reported having participated in a digital storytelling assignment, 0% of 91 students reported having used Microsoft Movie Maker as the digital tool used in creating his/her digital story.

My action research question could be divided into three parts that I would attempt to measure. Part one assesses how confident the students felt about achieving expectations after completing peer-evaluation. Part two focuses on levels of confidence, in achieving expectations, after completing self-evaluation. The third part evaluated the outcomes, after participating in peer and self-evaluation; in regards to how likely the students were to achieve assignment objectives.

Figure 1., below, shows a survey of confidence levels in understanding expectations after each formative intervention. I asked the students how confident they felt in understanding the assignment expectations after introducing each new formative intervention.
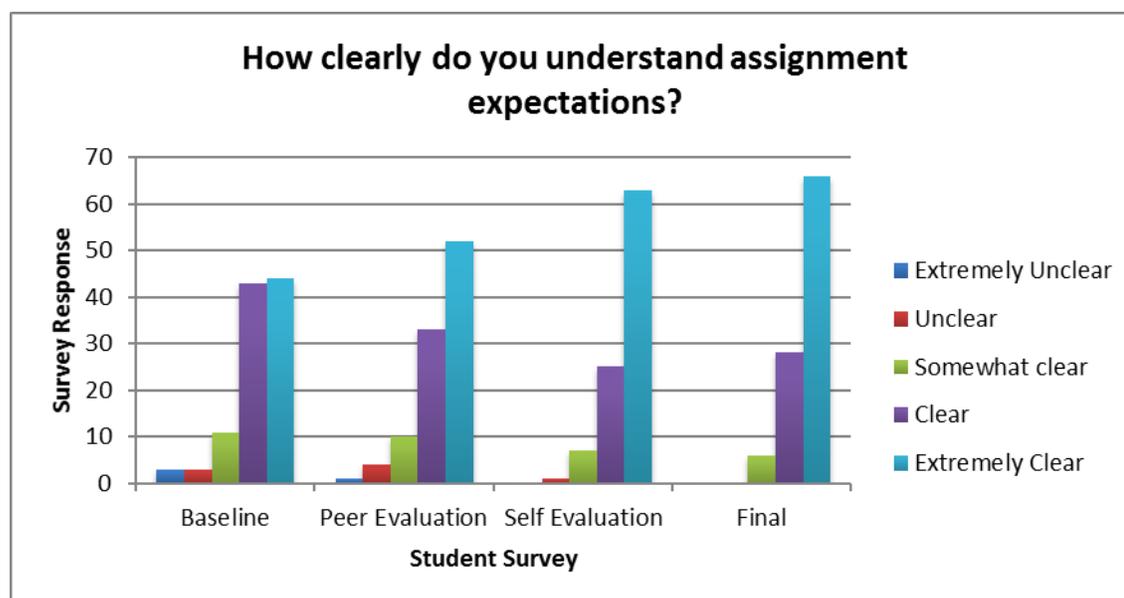

Figure 1. How clearly do you understand assignment expectations?

Early on in the project students perceived a clear understanding of assignment expectations. After each formative exercise, there was an increase of perception of clarity.

Asking students what they understand can be a deceiving way for students to passively move along in the project steps without evaluating what he or she truly does or does not understand, so I wanted to ask students the same sort of question, disguised, in two other ways, to measure their overall confidence. I measured confidence by asking if students would be able to help a classmate complete the assignment. Figure 2 also demonstrates confidence of understanding expectations by looking at how confident students were in explaining this assignment to a classmate.
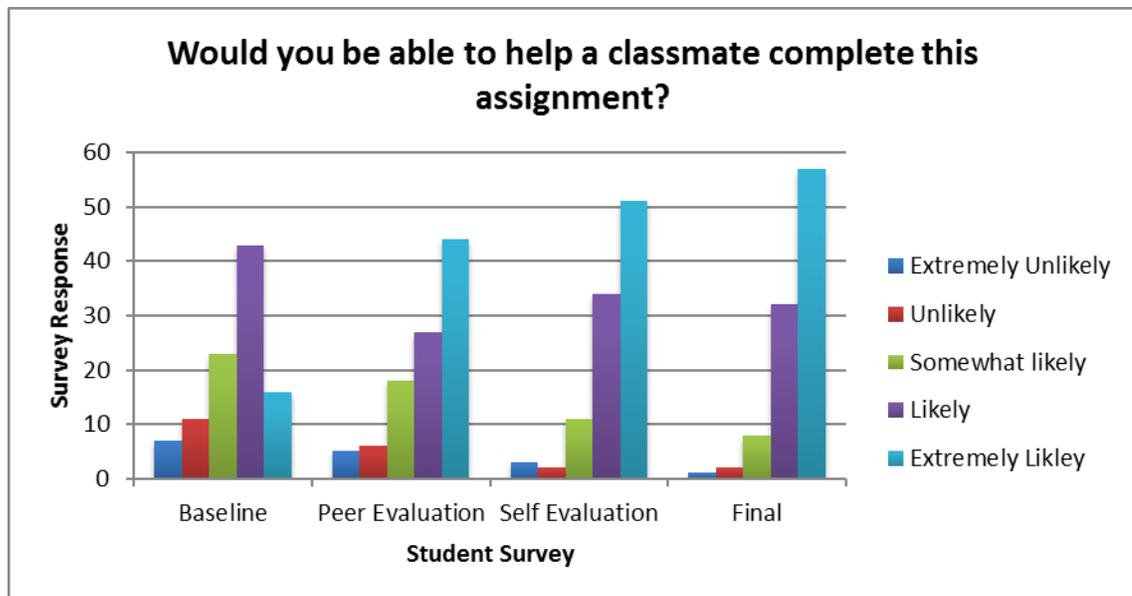

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Figure 2. Would you be able to help a classmate complete this assignment?

Students also showed a steady increase in perceived confidence in their abilities to explain the assignment to a classmate; however, overall, baseline survey data seen in figure 1. demonstrated that students' perception of understanding was stronger than their perception of ability to explain the assignment to a classmate. Revealing that at the beginning of the project, 44% of students believed they had a clear understanding of assignment expectations, but only a reported 16% felt able to explain the assignment to a classmate. This is a disparity of 28% points. So when students were asked if they

understood the assignment clearly, 44% claimed extremely clear, while only 16% of students claimed extremely likely to be able to explain the assignment to their classmates.

In another attempt to validate students' perception of understanding the assignment expectations, I phrased the question, about confidence in understanding expectations, in the form of their overall grade. Figure 3 shows how confident students felt in achieving a successful grade (an "A") after each intervention. This survey did not include the final survey result, because at that point, the final grade had already been distributed.
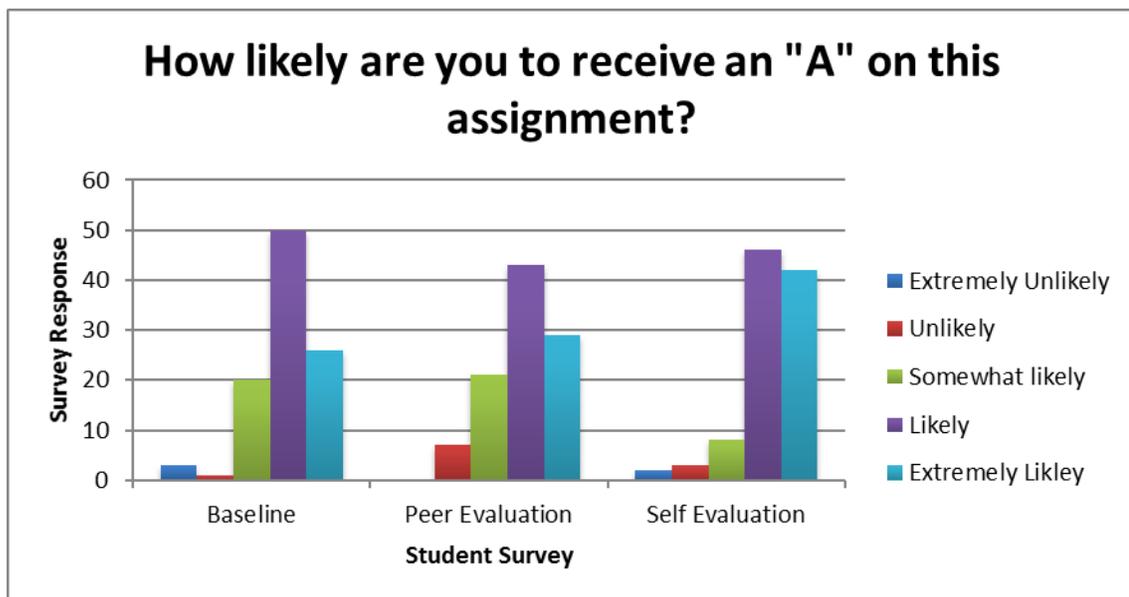

Figure 3. How likely are you to receive an "A" on this assignment?

In figure 3 one sees that the students felt strongest that they were "likely" to get an "A" at the baseline survey, and even though the percentage of extremely likely to get an "A" increased, it was at no time higher than student's perception to "likely" get an "A".

The next part of my action research question dealt with how valuable students perceived peer-evaluation and self-evaluation in understanding

assignment expectations. Figure 4 is a perception of how valuable the students felt

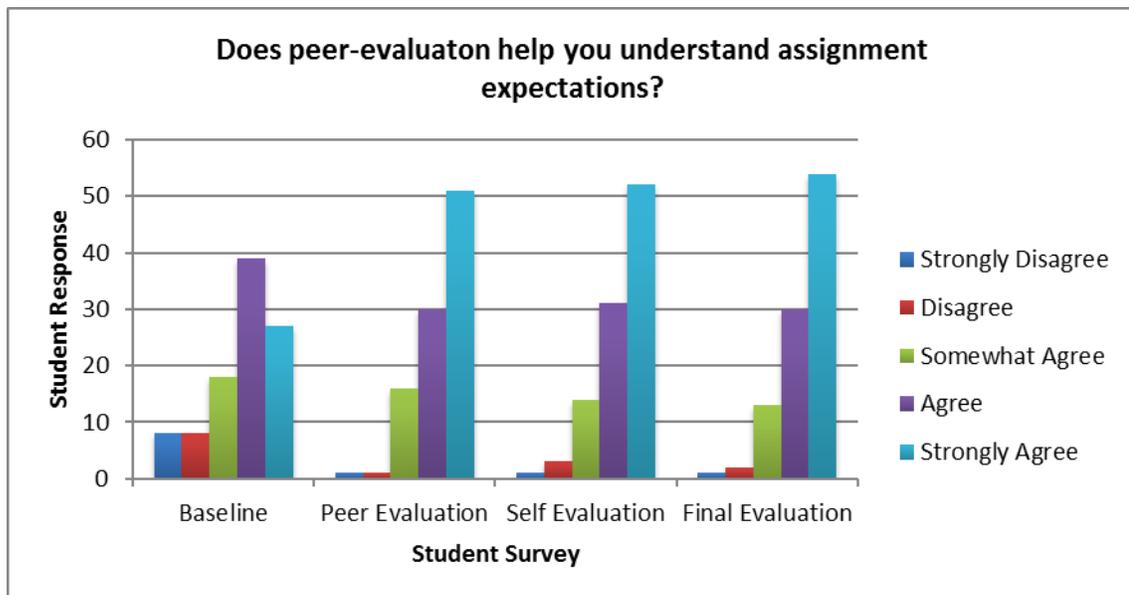peer-evaluation was at each survey point of the action research.

Figure 4. Does peer-evaluation help you understand assignment expectations?

The numbers show that at the beginning of the process, during the baseline

survey, 26% of students reported strongly disagreeing that peer-evaluation was a helpful

tool in understanding assignment expectations, but by the end of the process, during the

final evaluation, 54% of students reported strongly agreeing that peer-evaluation was a

helpful tool in understanding assignment expectations.

Figure 5 asks a similar question, but in regards to self-evaluation. I asked the

students if they felt like grading their own assignment, with the assignment rubric, before

the teacher got to grade the work, would help the students achieve the grade they desired.
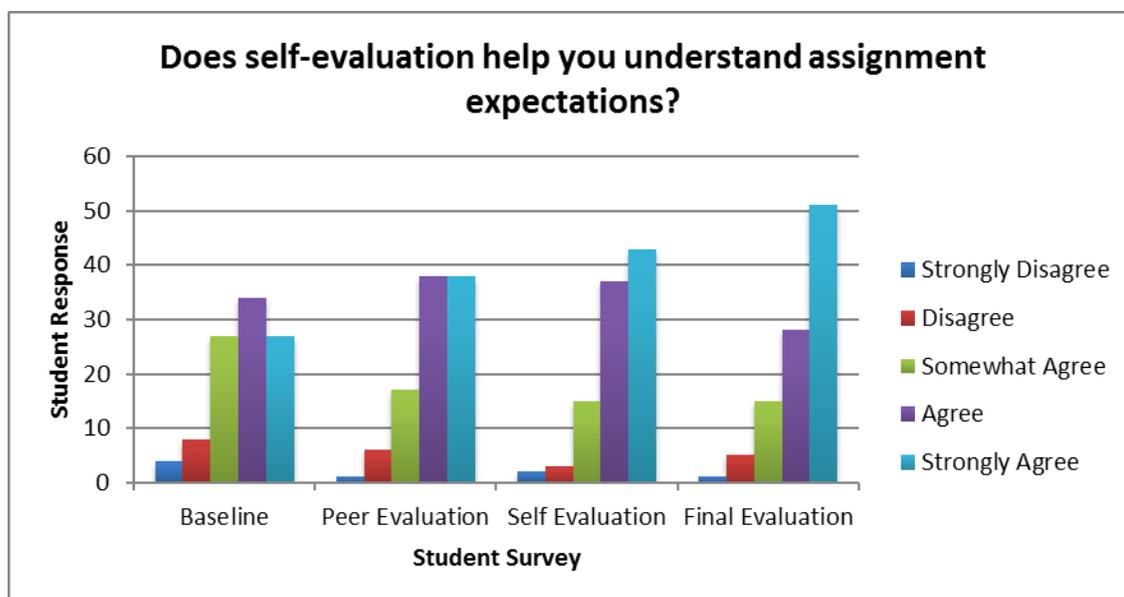
Does self-evaluation help you understand assignment expectations?

Figure 5. Does self-evaluation help you understand assignment expectations?

The baseline survey suggested that 27% of students agreed strongly and perceived self-evaluation to be a useful tool in understanding assignment expectations, and at the final evaluation, 51% of students agreed strongly that self-evaluation was a useful tool in understanding assignment expectations. That is an increase of 24% of students.

Finally, the last part of my action research question measured students' mastery of objectives. After each formative intervention, I used the same summative rubric as three different artifacts. The first artifact measured the scores after peer-evaluation. After peer-evaluation, the average student score, out of 20 points, was 14.49. The second artifact measured the scores after students completed the self-evaluation. After self-evaluation, the average student score, out of 20 points, was 16.89. There was an increase of 2.4 points from peer-evaluation scores to self-evaluation scores. Finally, the third artifact was the average overall student scores after the summative presentation. The average summative student score, out of 20 points, was 18.25, which shows an increase of 3.76

points from peer-evaluation to summative evaluation and an increase of 1.36 points from self-evaluation to summative evaluation.
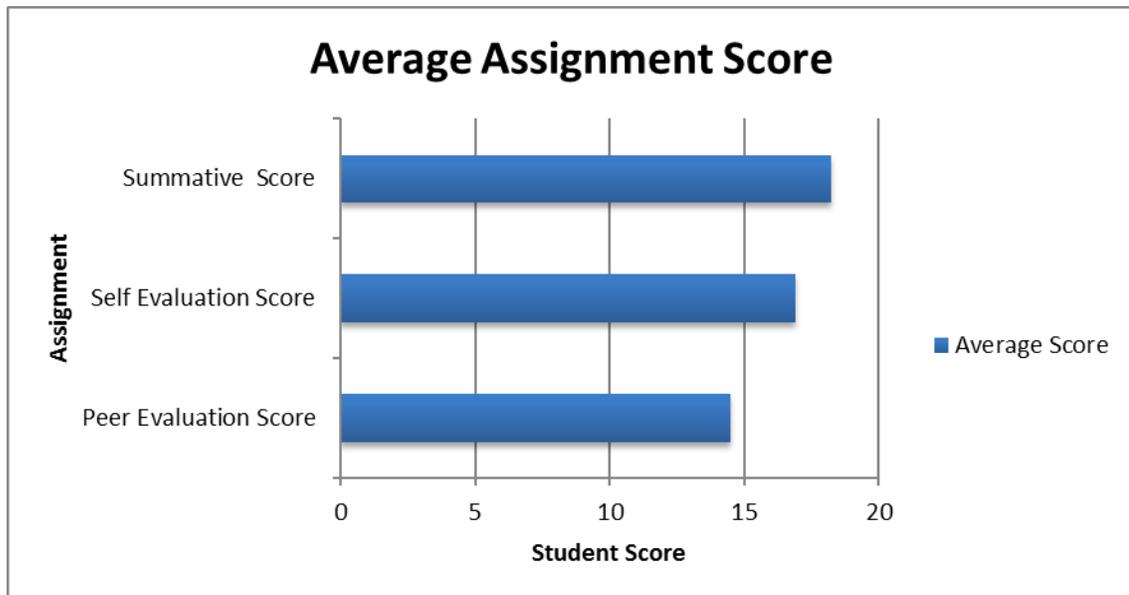

Figure 6. Average scores after peer evaluation, self-evaluation, and summative

Another form of data I collected came in the form of observational data. During the five days spent working on the project in the computer lab, I wanted to know what days proved to be the most productive, and I used the number of questions asked as a tool to measure how engaged students were each day in the lab. Below is a figure that shows each day in the computer lab, and the number of questions asked by the students. I observed over the course of five days each time a student asked a question, I drew a tally mark on the observation form.
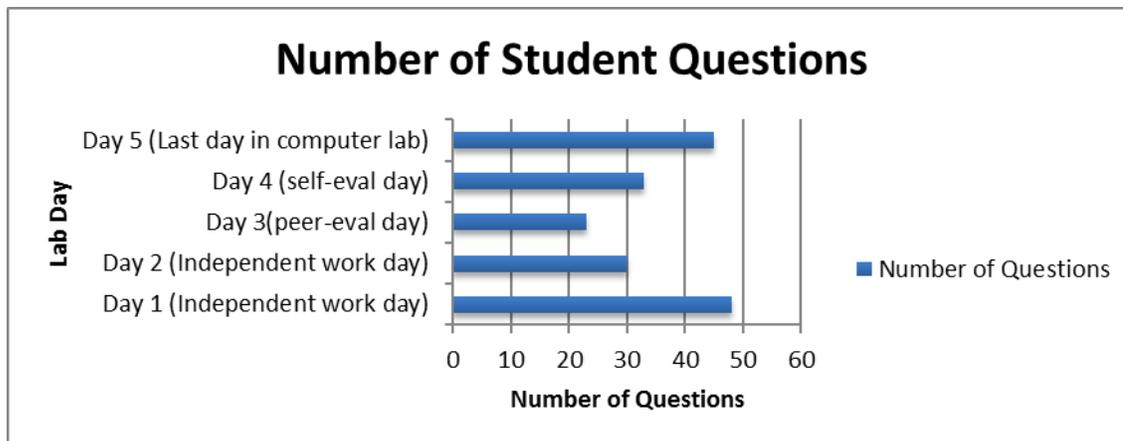
Figure 7. Number of student questions over five days of work in the computer lab.

The questions were more in-depth as the project progressed. On day one, the questions were mostly regarding how to use the Microsoft Movie Maker. On days two and three the questions were aimed toward understanding the expectations of the assignment, and on days four and five the majority of the questions regarded publishing the project. The data showed a decrease in questions as peers got involved, but then an increase of questions toward the end of the time in the computer lab

Different themes that emerged in the research were aligned with the different parts of the action research question. While measuring student's confidence in understanding expectations, which showed varying degrees in student's confidence of understanding assignment expectations, I found that overall, when students are asked if they understand the expectations of an assignment, they are likely to say they do, but when asked to explain the information to a classmate, many will report unable to do so. What was interesting was after the peer and self-evaluation process, students reported being more likely to explain the assignment to a classmate, showing a better understanding of the assignment expectations.

Another interesting aspect of that data was discovered when I asked students how likely they were to get an "A" on the assignment. In the survey, 50% of students reported that they were likely to get an "A"; this was before students had used the rubric as an evaluative tool. After students participated in peer-evaluation, the number of students reported as "likely to get an "A" decreased to 43%. It was interesting how confident the students were in their grade without ever having created the assignment.

After addressing the data connected to part two of my action research, using peer and self-evaluation to better understand objective, I found it interesting that analyzing the peer and self-evaluation data, using just the baseline survey, on average, more students did not find peer-evaluation and self-evaluation to be helpful in achieving their desired grade. In the baseline survey, regarding peer-evaluation, 26% of students strongly disagreed that they found peer-evaluation a helpful tool in understanding assignment expectations. At the end of the project, in the final survey, only 1% of students reported that they strongly disagreed that peer-evaluation was a useful tool in understanding assignment expectations.

The most supportive evidence was found in part three of my action research, which measured overall growth of grade after each formative intervention. On average, from the peer-evaluation to the summative evaluation, students' average grades grew by 3.76 points. That evidence made the whole project worthwhile. Students may report that they don't find peer-evaluation valuable, at first, but their overall scores prove otherwise.

Overall, I found that the data showed, with the exception of the observational data, that students' scores, and students' perception of understanding assignment

expectations, grew with each formative evaluation. I've concluded that students that participate in peer and self-evaluation, using a summative rubric, increase understanding assignment expectations, likelihood of achieving overall mastery of assignment objectives.

The purpose of my action research project was to address the question of whether peer-evaluation and self-evaluation proved to be effective tools in understanding assignment expectations and achieving assignment objectives. My action research data produced results that showed an increase in student understanding of assignment expectations after the completion of the peer-evaluation and self-evaluation processes. The data also revealed that with the completion of peer-evaluation and self-evaluation, using the summative rubric, students showed an increase in overall mastery of assignment objectives. The data analyzed brings to light ideas for further implementation of rubrics used as formative tools, as well as sparks new ideas for action research which will be discussed in the next section.

Action Plan

After conducting this action research and discovering that the use of rubrics used in formative, as well as summative feedback, creates more confidence and better scores, the next step would be to find a way to incorporate more formative use of summative rubrics in mastery projects. Other projects I can see using formative peer/self evaluation with the summative rubric would be any writing assignment, presentation, speech, etc.

I hope that the students see the value of having peer evaluation not only as a way for a peer to look at their work, but also as an activity to grow one's understanding of how to meet the assignment objectives. Furthermore, I hope that after viewing their own

growth, that students are now more interested in participating in peer and self-evaluation, whether or not it is an assigned activity by the instructor. Finally, if an assignment rubric is not provided for the students, I hope that students will start asking their teachers for assignment expectations and rubrics. Rubrics are a powerful tool for not only the student but also the teacher. I fear that there are still many teachers that proceed with projects with a level of secrecy in assignment expectations. If the students are looking for a rubric, a teacher might just produce one.

An interesting follow-up action research project might be to see how many teachers in my school are using rubrics on a regular basis in their classes. It would be interesting to try and measure student outcome achievement and confidence in understanding assignment expectations in a different class, with a different teacher.

Using the summative rubric early on in the project proved to help students understand not only the expectations of the assignment, but also the importance of understanding any assignment objectives before moving into a project. By the end of the project, students showed a growth in simply understanding what a rubric was. I only asked students in the baseline and final survey if they felt as though they understood what a rubric was and after the course of the project students reported a better understanding of the definition of a rubric.

An interesting follow-up study would be a transparent look into rubrics. I would like to take a deeper look into creating the rubrics with students and how that increases achievement scores and confidence.

Another interesting follow-up study I wasn't intentionally looking for, but I became increasingly curious about looking into was discovered after I collected the

results of the observational data. During the observational data collection, the data I collected wasn't extremely helpful in responding to my action research question. This was a result of the observation form I created to be too broad. However, by reflecting on the restructuring of the observation form, I would have tallied how many questions were asked about topics we'd already covered during class. In other words, if I explained a part of the directions in class, I think it would be interesting to show how many questions were asked about that particular point we covered in class. That would be another interesting action research topic about a rubric's ability to create accountability in a student.

  The action research process is an on-going educational tool that has the possibility to transform a classroom. My action research has revealed a positive effect on learning after using a rubric as a formative tool in peer and self- evaluation. This is just one action research step in transforming teaching and learning throughout my teaching career.

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Appendix

Appendix A

Minnesota State Standard: Students will create a multimedia work, a multimedia remix, or digital communication for specific purpose.

a. Avoid plagiarism.

b. Publish work.

Digital Storytelling-The American Dream

Due: Wednesday 10.02.13

On July 4, 1776, The text of the second section of the Declaration of Independence reads,

"We hold these truths to be self-evident, that all men are created equal, that they are endowed by their creator with certain inalienable Rights, that among these are Life, Liberty and the pursuit of Happiness."

Purpose: In order to meet the multimedia state requirement, and better understand the origin of the American Dream, we will explore "life, liberty and the pursuit of happiness" by creating a digital story to outline your "American Dream."

Assignment: You will create a digital story that demonstrates your American Dream. You will organize your piece under the theme of "Life, liberty, and the pursuit of happiness."

What is a digital story? Digital storytelling combines video, images, music, and spoken word to tell a story in a short video. This technique allows students to use and learn about video editing tools while also expressing

themselves creatively and engaging with the subject of their film. By stepping through the process of coming up with a topic, collecting their resources, storyboarding the video, and creating a script, students are exercising many of the same skills involved in writing a paper, as well as developing their visual literacy skills.

How to organize your presentation:

Part 1: LIFE: Life should involve your background information, i.e. past, childhood, where you grew up, family etc.

Part 2: LIBERTY: Your choices and goals for the future (goals, college, 2 year/4 year/trade school, field you would like to study, future place of employment etc.)

Part 3: PURSUIT OF HAPPINESS: Your hobbies, passions, skills, extracurricular, talents, dreams, loves and things that generally make you excited about life.

***YOU MUST include a quote, by an American author, that represents who you are. The quote should come either at the beginning or end of your piece.

***YOUR DIGITAL STORY MUST also include music(cited at the end of your presentation), photos and visual narration (subtitles, use grammar and punctuation with care) to match the pictures that tell the story of your American dream.

Technology Requirements

• We will all use Windows Movie Maker at school (unless you have a different one you prefer). Note*** If you try and e-mail the project, or bring it home, it will not work. So make your time in class productive.

• You will need to create and publish your project to a YouTube account. The account can be set as private, if you so choose. After you've submitted to Youtube, you will post your URL to the Schoology page. (Just like what you did for your blog url).

• You will need to gather photos/small videos (use FB, Twitter, scanners or take pictures of old pictures with your iPad) – it is best if they are in your iPhoto on your iPad

• You may use one or multiple school appropriate songs. It is best if you have the songs you would like to use on iTunes on your iPad.

• The project should be at minimum one minute and at maximum 4 minutes.

• Be creative and show off your uniqueness!

Appendix B

Digital Storytelling Rubric

CATEGORY	Distinguished- 4	Proficient- 3	Basic-2	Unsatisfactory -1
Images	Images are original and create a distinct atmosphere or tone that matches different parts of the story.	Images are somewhat original and create an atmosphere or tone that matches some parts of the story.	An attempt was made to use images to create an atmosphere/tone but it needed more work. Image choice is logical.	Little or no attempt to use images to create an appropriate atmosphere/tone.
Sound track - Emotion	Music stirs a rich emotional response that matches the story line well. Music fades smoothly with no distraction. Gave credit to artisit.	Music stirs a rich emotional response that somewhat matches the story line. Music fades in and out. Gave credit to artist.	Music is ok, and not distracting, but it does not add much to the story. Music starts of ends abruptly. Gave credit to song or artist—not both.	Music is distracting, inappropriate, OR was not used. Music starts or ends abruptly or does not end at all. Did not give credit to song or artist.
Grammar	Grammar and usage were correct and contributed to clarity.	Grammar and usage were typically correct and errors did not detract from the story.	Grammar and usage were typically correct but errors detracted from story.	Repeated errors in grammar and usage distracted greatly from the story.
Structure	Followed the format of life, liberty and pursuit of happiness, and included VISIBLE transitions and subtitles, and a title slide.	Followed format, but forgot transitions or they were difficult to read.	Somewhat followed format, no transitions, no subtitles.	Did not follow format.
Quotation	Includes a quotation from a famous American author at the beginning or end of the piece.	Includes a quotation from a famous American author at the beginning or end of the piece, but quotation lacks relevance.	Includes a quotation but was not from the list of American authors and it placed somewhere other than the beginning or the end of the piece.	Does not include a quotation.

Student Name:_____

Score_____

Appendix C

Digital Storytelling Baseline Survey

First Name *

Last Name *

Class Hour *

Hour 1
Hour 4
Hour 6

Have you ever created a digital story? *

Yes
No

Have you ever used Window's Movie Maker ? *

Yes
No

On a Scale of 1-5, how clearly do you understand the expectations for this assignment? *

1 2 3 4 5

No idea what I'm supposed to do	Complete Understanding of what I need to do

How likely are you to get an "A" on this assignment? *

1 2 3 4 5

Extremely Unlikely	Extremely Likely

How clear are you on what you need to do to meet the expectations of the assignment? *

1 2 3 4 5

I have no idea what we're doing	I completely understand everything I need to do to complete my work.

Would you be able to instruct a friend on how to complete this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

How much control do you believe you have over your grade for this assignment? *

	1 2 3 4 5	
No Control		Complete Control

How clearly do you understand what a rubric is? *

	1 2 3 4 5	
I have no idea		I totally understand what a rubric is

Do you believe you could get an "A" on this assignment without seeing a rubric? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Do you feel like you could independently start working on this project, and receive an "A" with no more instruction? *

	1 2 3 4 5	
I have no idea what I'm doing		I know exactly what I'm doing

Do you feel that getting a chance to have a peer evaluate your work would help you achieve the grade you desire? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Do you feel that grading your own work, with the assignment rubric, before your teacher gets to see your work, would help you achieve the grade you desire? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Did going over the rubric in class prove to be a helpful way of understanding the assignment expectations? *

1 2 3 4 5

Extremely Unhelpful	Extremely Helpful

At this point of the project, do you feel like you still have a lot of questions? *

1 2 3 4 5

Yes, I don't no where to start	No, I know exactly what I need to do to

Appendix D

Observational Data: Number of Questions

Day 1: Independent Work Day

Day 2: Independent Work Day

Day 3: Peer-Evaluation Day

Day 4: Self-Evaluation Day

Day 5: Independent Work Day

Appendix E

Digital Storytelling Peer-Evaluation Survey

First Name *

Last Name *

Class Hour *

> Hour 1
> Hour 4
> Hour 6

On a Scale of 1-5, how clearly do you understand the expectations for this assignment? *

	1 2 3 4 5	
No idea what I'm supposed to do		Complete Understanding of what I need to do

How likely are you to get an "A" on this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

How clear are you on what you need to do to meet the expectations of the assignment? *

	1 2 3 4 5	
I have no idea what we're doing		I completely understand everything I need to do to complete my work.

Would you be able to instruct a friend on how to complete this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

How much control do you believe you have over your grade for this assignment? *

1 2 3 4 5	
No Contro l	Complete Control

How clearly do you understand what a rubric is? *

1 2 3 4 5	
I have no idea	I totally understand what a rubric is

Do you believe you could get an "A" on this assignment without seeing a rubric? *

1 2 3 4 5	
Strongly Disagree	Strongly Agree

Do you feel that getting a chance to have a peer evaluate your work would help you achieve the grade you desire? *

1 2 3 4 5	
Strongly Disagree	Strongly Agree

Do you feel that grading your own work, with the assignment rubric, before your teacher gets to see your work, would help you achieve the grade you desire? *

1 2 3 4 5	
Strongly Disagree	Strongly Agree

Did going over the rubric in class prove to be a helpful way of understanding the assignment expectations? *

1 2 3 4 5	
Extremely Unhelpful	Extremely Helpful

At this point of the project, do you feel like you still have a lot of questions? *

1 2 3 4 5

Yes, I don't no where to start		No, I know exactly what I need to do to

Do you feel the peer editing helped you better understand the project expectations? *

1 2 3 4 5

Strongly Disagree		Strongly Agree

Do you feel the peer editing process will help you better understand how to receive an "A"? *

1 2 3 4 5

Strongly Disagree		Strongly Agree

Do you believe the feedback your partner was helpful in helping you understand how you might improve your grade? *

1 2 3 4 5

Strongly Disagree		Strongly Agree

Appendix F

Digital Storytelling Self-Evaluation Survey

First Name *

Last Name *

Class Hour *

> Hour 1
> Hour 4
> Hour 6

On a Scale of 1-5, how clearly do you understand the expectations for this assignment? *

	1 2 3 4 5	
No idea what I'm supposed to do		Complete Understanding of what I need to do

How likely are you to get an "A" on this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

How clear are you on what you need to do to meet the expectations of the assignment? *

	1 2 3 4 5	
I have no idea what we're doing		I completely understand everything I need to do to complete my work.

Would you be able to instruct a friend on how to complete this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

How much control do you believe you have over your grade for this assignment? *

        1 2 3 4 5

No Control	Complete Control

After self-evaluating your project, how clearly do you understand what a rubric is? *

        1 2 3 4 5

I have no idea	I totally understand what a rubric is

Do you believe you could get an "A" on this assignment without seeing a rubric? *

        1 2 3 4 5

Strongly Disagree	Strongly Agree

Do you feel that getting a chance to have a peer evaluate your work would help you achieve the grade you desire? *

        1 2 3 4 5

Strongly Disagree	Strongly Agree

Do you feel that grading your own work, with the assignment rubric, before your teacher gets to see your work, would help you achieve the grade you desire? *

        1 2 3 4 5

Strongly Disagree	Strongly Agree

At this point of the project, do you feel like you still have a lot of questions? *

        1 2 3 4 5

Yes, I don't no where to start	No, I know exactly what I need to do to

Do you feel the self-evaluating your own project helped you better understand the project expectations? *

        1 2 3 4 5

Strongly	Strongly

Disagree		Agree	

Do you feel the self-evaluation process will help you better understand how to receive an "A"? *

1 2 3 4 5

Strongly Disagree		Strongly Agree	

Do you believe the feedback you gave yourself was helpful in understand how you might improve your grade? *

1 2 3 4 5

Strongly Disagree		Strongly Agree	

Appendix G

Digital Storytelling Final Survey

First Name *

Last Name *

Class Hour *

      Hour 1
      Hour 4
      Hour 6

Did you see overall growth in your project grade as a result of the peer-evaluation process? *

      Yes
      No

Did you see overall growth in your project grade as a result of the self-evaluation process? *

      Yes
      No

How clear were you on what you needed to do to meet the expectations of the assignment? *

	1 2 3 4 5	
I had no idea what we're doing		I completely understood everything I need to do to complete my work.

How much control do you believe you had over your grade for this assignment? *

	1 2 3 4 5	
No Control		Complete Control

How clearly do you understand what a rubric is? *

	1 2 3 4 5	
I have no idea		I totally understand what a rubric is

Do you feel like you could independently work on another digital storytelling project? *

	1 2 3 4 5	
I have no idea what I'm doing		I know exactly what I'm doing

Would you be able to instruct a friend on how to complete this assignment? *

	1 2 3 4 5	
Extremely Unlikely		Extremely Likely

Did you feel that getting a chance to have a peer evaluate your work helped you achieve the grade you desired? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Did you feel that grading your own work, with the assignment rubric, before your teacher got to see your work, helped you achieve the grade you desired? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Did you feel like you mastered the skills needed to create a digital story? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Based on the rubric, did you believe the grade you received was fair? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Would you enjoy participating in another digital storytelling project?

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

If you could change something about this project, what would it be? *

Did you find this project valuable? *

Yes
No

Explain why you did or did not find this project valuable? *

Do you believe the peer-evaluation helped you understand what you were supposed to do on the assignment?

	1 2 3 4 5	
Strongly Disagree		Strongly Agree

Do you believe the self-evaluation helped you understand what you were supposed to do on the assignment? *

	1 2 3 4 5	
Strongly Disagree		Strongly Agree