**Supplemental Materials**

**Self- and Peer-Grading of Formative and Summative Assessments in 3rd through 12th Grade Classrooms: A Research Synthesis and Meta-Analysis**

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Supplemental File B

*Excluded reports*

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| Report Reference | Reason for Exclusion |
| Kaderavek, J. N., Gillam, R. B., Ukrainetz, T. A., Justice, L. M., & Eisenberg, S. N. (2004). School-age children's self-assessment of oral narrative production. *Communication Disorders Quarterly*, *26*(1), 37-48. | Global subjective rating of overall performance |
| Butler, Y. G., & Lee, J. (2006). On‐Task Versus Off‐Task Self‐Assessments Among Korean Elementary School Students Studying English. *The Modern Language Journal*, *90*(4), 506-518. | Global subjective rating of overall performance |
| Johansson, S. (2013). The relationship between students’ self-assessed reading skills and other measures of achievement. *Large-scale Assessments in Education*, *1*(1), 1. | Global subjective rating of overall performance |
| Yang, J. C., Ko, H. W., & Chung, I. L. (2005). Web-based Interactive Writing Environment: Development and Evaluation. *Educational Technology & Society*, *8*(2), 214-229. | Each test was not graded (i.e., not yoked) |
| Chang, C. C., & Tseng, K. H. (2009). Use and performances of Web‐based portfolio assessment. *British Journal of Educational Technology*, *40*(2), 358-370. | Each test was not graded (i.e., not yoked) |
| Dragemark Oscarson, A. (2009). *Self-assessment of writing in learning English as a foreign language. A study at the upper secondary school level*. | Age outlier, students were between 17 and 20 years of age |
| Tsivitanidou, O. E., Zacharia, Z. C., & Hovardas, T. (2011). Investigating secondary school students’ unmediated peer assessment skills. *Learning and Instruction*, *21*(4), 506-519. | No comparison group  |
| McCurdy, D. C. (2013). The relationship between self-assessment and constructing evidence-based explanations in a middle school science classroom. Montana State University. | No comparison group |
| Powel, W. D., & Gray, R. (1995). Improving performance predictions by collaboration with peers and rewarding accuracy. *Child Study Journal,* 25(2), 141-154. | No comparison group |
| Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, *27*(1), 5-31. | No comparison group |
| Morrison, S. J., Montemayor, M., & Wiltshire, E. S. (2004). The effect of a recorded model on band students' performance self-evaluations, achievement, and attitude. *Journal of Research in Music Education*, *52*(2), 116-129. | No comparison group |
| Hewitt, M. P. (2002). Self-evaluation tendencies of junior high instrumentalists. *Journal of research in music education*, *50*(3), 215-226. | No comparison group |
| Duke, B. L. (2003). *The influence of using cognitive strategy instruction through writing rubrics on high school students' writing self-efficacy, achievement goal orientation, perceptions of classroom goal structures, self-regulation, and writing achievement*. University of Oklahoma. | No comparison group |
| Reynolds, C. J., Hill, D. S., Swassing, R. H., & Ward, M. E. (1988). The effects of revision strategy instruction on the writing performance of students with learning disabilities. *Journal of learning disabilities*, *21*(9), 540-545. | No comparison group |
| Butler, Y. G., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, *27*(1), 5-31. | No comparison group |
| Andrade, H. L., Du, Y., & Wang, X. (2008). Putting rubrics to the test: The effect of a model, criteria generation, and rubric‐referenced self‐assessment on elementary school students' writing. *Educational Measurement: Issues and Practice*, *27*(2), 3-13. | No comparison group |
| Bonniol, J. J. (1981). *Déterminants et mécanismes des comportements d'évaluation d'épreuves scolaires.* Bordeaux. | No comparison group |
| Goodrich, H. (1996). *Student self-assessment: At the intersection of metacognition and authentic assessment*. Harvard University. | Only reported adjusted means |
| Laveault, D., & Miles, C. (2002). The Study of Individual Differences in the Utility and Validity of Rubrics in the Learning of Writing Ability. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA. | Only reported deviation score |
| Bickmore, D. K. (1981). *The effects of student self-evaluation and pupil-teacher conferences on student perceptions, self concepts and learning*. Brigham Young University. | No SD reported |
| Hewitt, M. P. (2005). Self-evaluation accuracy among high school and middle school instrumentalists. *Journal of Research in Music Education*, *53*(2), 148-161. | Absolute value of difference between teacher and self grading, author did not respond to request for more information |
| Crouch, D. W., Ward, P., & Patrick, C. A. (1997). The effects of peer-mediated accountability on task accomplishment during volleyball drills in elementary physical education. *Journal of Teaching in Physical Education*, *17*, 26-39. | Peer grading group had extra incentives |
| Wong, B. Y., Butler, D. L., Ficzere, S. A., & Kuperis, S. (1996). Teaching low achievers and students with learning disabilities to plan, write, and revise opinion essays. *Journal of learning disabilities*, *29*(2), 197-212. | Collaborative group rather than peer grading |
| Ash, R. A. (1980). *Self-assessments of five types of typing ability.* Personnel Psychology, 33(2), 273-282. | Measured student’s ability to predict performance |
| McCurdy, B. L., & Shapiro, E. S. (1992). A comparison of teacher-, peer-, and self-monitoring with curriculum-based measurement in reading among students with learning disabilities. *The Journal of Special Education*, *26*(2), 162-180. | Self and peer monitoring during a task rather than self or peer grading |
| Fitzgerald, J., & Markham, L. R. (1987). Teaching children about revision in writing. *Cognition and instruction*, *4*(1), 3-24. | No specific learning outcome variable |
| Brakel, V. L. (1990). The revising processes of sixth-grade writers with and without peer feedback. *The journal of educational research*, *84*(1), 22-29. | Peer feedback |