**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 C**

**Attrition and Measurement Characteristics of Studies Examining the Three Research Questions**

Table C.1 Attrition and Selected Measurement Characteristics of Studies of Self-Grading (see Table 2)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Study | Total Attrition > 10% of desired sample | Total Attrition >10% of participants after study began | Differential attrition > 5% | Pretest ceiling or floor effect | Posttest ceiling or floor effect |
| Andrade & Boulay (2003) | Yes | No | No | Not applicable | No |
| Fontana & Fernandes (1994) | NR | NR | No | No  | Yes |
| Guastello (2001) | NR | NR | No | No | No  |
| Horn (2009) | No | Yes | NR | No pretest | No  |
| Irwin (1973) | Yes | Yes | NR | No | No  |
| Maqsud & Pillai (1991) | NR | No | No | No maximum score given | No maximum score given  |
| McDonald & Boud (2003) | NR | No | No | Not applicable | Yes, floor effect |
| Olina & Sullivan (2004) | NR | No | No | Not applicable | No |
| Poplin (2009) | Student volunteers | No | No | No | No  |
| Ramdass & Zimmerman (2008) | Yes | No | No | Not applicable | Yes, for one of four subsamples |
| Ross et al. (1998) | NR | Yes | Yes | No maximum score provided | No maximum score provided |
| Ross et al. (1999) | No | No | No | No | No |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Ross et al. (2001) | No | No | No | No  | No |
| Ross et al. (2002) | NR | No | No | No | No |
| Ross & Starling (2008) | NR | No | No | Not applicable | No  |
| Sadler & Good (2006) | NR | No | No | No | No  |
| Schunk (1996) | NR | No | No | Yes | No maximum score provided |
| Wall (1982) | NR | No | No | No  | No |
| Warner et al. (2012) | NR | No | No | Not applicable | No |
| Wolter (1975) | Students volunteers | No  | No | No | No |

Notes. NR = Not reported. Pretest equivalence established in quasi-experiments (i.e., conditions did not differ by more than 1 *SD* for the condition with the least variance; this was scored as 0 if there was no pretest. Pretest ceiling/floor effects were not evident in quasi-experiments (more than 1 *SD* from floor and ceiling; this was scored as 0 if there was no pretest). Posttest ceiling/floor effects were not evident (more than 1 *SD* from floor and ceiling).

Table C2. Attrition and Selected Characteristics of Studies of Peer-Grading (see Table 3)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Study Name | Total Attrition > 10% of desired sample | Total Attrition >10% of participants after study began | Differential attrition > 5% | Pretest ceiling or floor effect | Posttest ceiling or floor effect |
| Califano (1987)  | NR | Yes | No | No  | No  |
| Farrell (1977) | Yes | No | No | No | Yes |
| Horn (2009) | NR | NR | NR | No | No  |
| Karegianes et al. (1980) | NR | No  | No | Not applicable | No means or sds given |
| Pierson (1966) | No | No | No  | No | No |
| Sadler & Good (2006) | NR | No | No | No | No  |
| Wise (1992) | Student volunteers | Yes | No | No | No |

Notes. NR = Not reported.

Table C3. Attrition and Selected Characteristics of Studies of Correlation Between Teacher and Student Grades (see Table 4)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Study Name | Total Attrition > 10% of desired sample | Total Attrition >10% of participants after study began | Teacher ceiling or floor effect | Student ceiling or floor effect |
| Aitchison (1995) | Student volunteers | No | No | No  |
| Chang et al. (2012) | NR | No | No | No |
| Davis (1981) | NR | No | No | No  |
| Kruse (2006) | NR | No | No | No  |
| Lin et al. (2002) | Yes | No | No | No  |
| Sadler & Good (2006) | NR | No | No | No  |
| Sung et al. (2005) | NR | No | Yes | No  |
| Sung et al. (2010) | NR | No | No | No |
| Tseng & Tsai (2007) | NR | No | No | No |

Notes. NR = Not reported.