

M-Ed by Coursework and Research Report

**Seeing Eye to Eye: the benefits of using Dialogical
Assessment to align teachers' and pupils' evaluations: a
case study of Habits of Mind.**

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Seeing Eye to Eye: the benefits of using dialogical assessment to align teachers' and pupils' evaluations: a case study of Habits of Mind.

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A research report submitted to the Wits School of Education, Faculty of Humanities, University of the Witwatersrand in partial fulfilment of the requirements for the degree of Master of Education by combination of coursework and research

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ABSTRACT

Thinking Skills has, since its conception as a teachable subject, been difficult to assess due to lack of a universal definition of Thinking Skills. McMahon (1999) warns that the chosen strategy for assessing Thinking Skills must itself promote and reward thinking skills. Self- and Peer- assessment are the methods of assessment proposed by Costa and Kallick (2000) for the assessment of their Thinking Skills programme, Habits of Mind. This study investigates the diversity of perceptions which can be generated through self-, peer- and teacher-assessment, and how a balance can be struck between them through incorporating dialogue into assessment. 12 Grade 8 learners who study Habits of Mind as a school subject in a South African all-girls' private school participated in 4 assessment tasks. For each task, participants were assessed by a peer, a teacher and themselves. After each task, all participants reflected on the rubrics from all three assessors. Participants in this study demonstrated more extensive learning across Anderson's (2010) Dimensions of Growth when they engaged in reflective *dialogue* compared to when they engaged in written reflections. Through dialogue, learners were empowered as role-players in their own assessment and became able to shift their own perspective to include the perspectives of others. Dialogical Assessment also facilitated the development of meta-cognition in participants.

Keywords

Thinking Skills
Habits of Mind
Dialogical Assessment
Formative Assessments
Self-assessment
Peer-assessment

DECLARATION

I declare that this research report is my own unaided work. It is being submitted for the degree of Master of Education at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.

AVRIL JENNY CUMMINS

3RD DAY OF MARCH IN THE YEAR OF 2014

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List of Abbreviations

HoM: Habits of Mind

Th.I.: Thinking Interdependently

S.A.: Striving for Accuracy

T.R.R.: Taking Responsible Risks

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Chapter 1: The Nature and Significance of the Problem

In 2010, the school in which this research took place incorporated Habits of Mind (henceforth HoM¹), developed by Costa and Kallick, into the school's Life Orientation curriculum for the GET² Phase. Costa and Kallick propose 16 'Habits of Mind' (see Appendix J) which, if deliberately and consciously developed, enhance learners' thinking skills. All Senior and Junior school teachers were trained to teach HoM, by being taught and encouraged to grow in the Habits. Costa (1988; Richards, 2007) stresses firmly that learner success in developing these Habits depends on teachers modelling these behaviours. The programme was implemented into the school's curriculum in 2011, through explicit lessons in each Habit for the grade 8 and 9 pupils – one 70-minute lesson per fortnight for grade 8's, and two per fortnight for grade 9's. These lessons focused on the terminology of HoM, and explicit, decontextualised application tasks which aimed to develop the individual Habits. As of January 2012, the HoM programme is functioning on two levels: grade 8 and 9 learners are introduced in explicit lessons to the individual Habits, and in grades 9, 10 and 11 the Habits are incorporated into subject-specific “rich tasks” (Anderson, 2010) designed to allow learners to consolidate subject-specific concepts *through* the development of particular Habits.

A question that arises, two years into the implementation of this programme, is what methods will enable teachers to evaluate learners' developments in HoM. Assessment is significant for any educational intervention – feedback thereby elicited is important for planning future actions (Gipps, 1999; Black, 2003; Shepard, 2000). However, as McMahon (1999) indicates, the format of assessment in a Thinking Skills initiative needs to be one which itself encourages critical thinking. He notes that Thinking Skills initiatives may be futile if traditional assessment methods are used for assessment within these programmes.

Costa (1988) prioritises self-assessment as a means of assessing learners' development in HoM. However, any assessment of thinking is likely to be highly subjective: a learner may have a biased perception of the effectiveness of his/her thinking; on the other hand, a teacher might be unable to

1 “HoM” will be used to refer to the programme itself, or the subject as it is taught in the school; “Habits” or “Habits of Mind” will be used to refer to individual cognitive habits within the programme.

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recognise subtle developments in a learner's thinking. Perceptions of growth, then, are likely to differ based on the subjectivity of the assessor (Hay, 2008). Do learners perceive the same growth or development in themselves as their teachers perceive (or do not perceive)? Without somehow bringing these perspectives together, the learner is left in the dark as to how to improve. According to Hay, feedback conversations between students³ and their peers proved highly effective in helping the students to know how to improve their work. I was inspired by Hay's idea of incorporating dialogue into the assessment process to align the perspectives of the learner (self-assessor) and the external (peer/teacher) assessor.

I sought, through this study, to address the question of how learners', peers' and teachers' perspectives could be aligned through reflective conversations, and what potential benefits might be gained from these conversations. Of course, this question is of interest in any subject domain, not just Thinking Skills. I chose to investigate HoM because, as a Thinking skills initiative, it lends itself strongly to a more formative method of assessment (McMahon, 1999), and because I am a grade 8 HoM class teacher.

My overarching research question was: **what is the value of reflective conversations with learners when assessing Habits of Mind?**

The specific research questions of this project were:

- Are there significant discrepancies between learners' evaluations of themselves and the evaluations of them produced by their peers and teachers?
- Does regular discussion of assessment help learners' assessment of themselves and teacher's assessment of learners to become more closely aligned?
- If there are discrepancies, how can discussion of the evaluations made by learner, peer and teacher constitute learning opportunities?
- Does discussion of assessments have an effect on the traditional teacher-learner power hierarchy?

In the following chapter I outline the theoretical and conceptual framework of this study.

3 Many terms are used to refer to the young people who go to school: learners, pupils, students. I prefer the term learners, and will use that term when speaking generally. However, when citing or referring to others' work, I will use whichever term they use: for example, Costa and Kallick (2000, 2009) prefer the term "students", Burke & Williams (2012) use the term "pupils", and so forth. McMahon (1999) and Hay (2008) use the term "students" as they are referring specifically to university students. Apart from McMahon and Hay, "students", "learners" and "pupils" refer to the same group of young people throughout this review. Later in this paper, for the sake of clarity, I will use "participants" to refer to the learners who took part in my research.

Chapter 2: Review of the Literature

2.1 Introduction

In this chapter I present the literature relevant to my investigation. Section 1 examines Thinking Skills in general: the origins of the Thinking Skills movement, and how it came to be incorporated into schools and universities. I outline various proposed definitions of Thinking Skills, and illustrate how Costa and Kallick's framework relates to these. I end this section with a more detailed description of the HoM framework.

Section 2 critically examines the methods proposed by various theorists on how Thinking Skills, and HoM in particular, should be assessed. In Section 3, I describe how the theories on formative assessment described by Gipps (1999) and Shepard (2000) speak to the assessment of HoM. I focus in particular on theorists who have used dialogue-based formative assessment to align the perspectives of assessors. I consider how Dialogical Assessment might speak to assessment of HoM.

2.2 Section 1: *Thinking Skills – origins of the movement and proposed definitions*

According to Perkins (2011), the Thinking Skills movement began as a concern of academics in the 1970s, in fields as diverse as psychology, mathematics and artificial intelligence. Scholars were interested in whether it was possible for thinking and problem-solving to be *cultivated*. By the 1980's, researchers had realised that schools could vastly improve young people's thinking and learning by incorporating the explicit teaching of Thinking Skills into their curricula. However, a seemingly irreconcilable array of definitions of “Thinking Skills”⁴ has plagued this movement from the beginning (see Beyer, 1984, who sounded an early warning in this regard). There still appears to

4 When referring to Thinking Skills as a movement, or as a school subject, I will use capitals to indicate a proper noun. When referring to the individual (common-noun) cognitive skills which theorists have proposed for effective thinking – thinking skills, I will use lower case lettering. When discussing the Habits of Mind, I will use capital letters or acronyms to refer to the Habits as concepts (e.g. “We analysed her Striving for Accuracy skills”), but lower-case letters when I refer these skills as verbs, e.g. “I noticed she was striving for accuracy”).

be no commonly accepted definition, (see Ku, 2009; Burke & William, 2012; and Black, 2012), resulting in a dearth of useful information regarding how Thinking Skills should be assessed.

Many definitions of Thinking Skills have been proposed since the idea to incorporate the explicit teaching of thinking into schools took hold. Most definitions tend to focus on “Critical Thinking”, which is more of a subset of Thinking Skills than an overarching label. Beyer (1984, p.486) describes Thinking Skills as “Mental techniques that enable human beings to form thoughts, to reason about, or to judge”. His definition includes “Reasoning, logical analysis, syllogistic reasoning, spotting contradictions, deductive logic, sequential analysis, making inferences, inquiry, problem-solving, decision-making, conceptualising, creative thinking” (Beyer, 1984, p.486). Black (2012, p.125) proposes the following as constituents of effective critical thinking: “Analysing arguments; judging the relevance and significance of information; evaluating claims, inferences, arguments and explanations; constructing clear and coherent arguments; forming well-reasoned judgments and decisions.” She also notes that critical thinking includes “An open-minded yet critical approach to one's own thinking, as well as that of others” (Black, 2012, p.125).

Costa and Kallick's definition of Thinking Skills (see Costa and Kallick, 2000; Richards, 2007) seems to encapsulate and go beyond the definitions proposed by their colleagues. They determine the end-goal as “know[ing] what to do when the answer to a problem is not immediately apparent” (Costa, 1988, p. 22). This involves the thoughtful application of the 16 Habits they propose.

The “Critical Cross-field Outcomes” proposed by the South African National Qualifications Act (2000) emphasise the importance of infusing thinking skills into the curriculum design of any educational enterprise, at any level, regarding any content. These Critical Cross-field Outcomes are “those outcomes that are deemed critical for the development of the capacity for lifelong learning” (SAQA, p.18). The South African school curriculum therefore has, at its foundation, a deep respect for thinking skills, and the importance of their development at all levels of education. Lombard and Grosser (2008), however, found that first year university students who have come through this schooling system perform rather poorly on measures of critical thinking. Lombard and Grosser (2008) attribute this to the diversity of definitions of Critical Thinking, and to teachers not knowing how these Critical Cross-field Outcomes should be taught.

Table 1 (overleaf) offers a tabulated summary of the definitions quoted above of the cognitive behaviours or abilities that constitute thinking skills. Costa and Kallick's Habits of Mind have been presented in the first column; the Critical Cross-field Outcomes appear second, followed by the skills suggested by Beyer (1984, p.486) and Black (2012, p.125), as/if they correlate with the Habits of Mind. I have bracketed skills which do not seem to fit completely into the categories of the Habits.

Costa and Kallick's definition of effective thinking seems to contain some categories for which other definitions of thinking skills contain no equivalent. Perhaps Beyer (1984) and Black (2012) assume that the skills they propose imply, or take for granted, others mentioned by Costa and Kallick (2000). Costa and Kallick's suggestions are therefore, perhaps, more explicit and more accessible to young people. In this sense it could be said that the HoM framework is a broader, more all-encompassing one⁵.

Costa began developing his theories about thinking skills whilst editing the book "Developing Minds: A resource book for teaching thinking" (Costa, 1985). This book brought together insights from various researchers as to what constitutes effective thinking. Costa noticed clear patterns emerging from the works he was bringing together for the book, with regard to the characteristics of highly intelligent and successful people⁶ (Costa elaborates on this in Richards, 2007). From this he began to investigate the fundamental thinking behaviours to which intelligence and success can be ascribed. He theorised, in line with the work of John Dewey, that if students learned to recognise these thinking behaviours, and practise them until they become as effortless as habits, the inclination towards effective thinking would be far more prevalent within schools. Costa collaborated with Kallick to flesh out Costa's initial list of 7 Habits into the most recent list of 16 Habits of Mind (Costa & Kallick, 2000). Costa and Kallick note that there may well be other Habits of Mind which have not yet been recognised.

5 However, it must be noted that the Critical Cross-field Outcomes make reference to learners developing the skills to participate responsibly and respectfully in their society. HoM does not address the notions of societal participation, cultural sensitivity, cross-cultural respect, or moral development. In a South African context, this is certainly a shortcoming. Perhaps it should suffice to say that when working with a Thinking Skills programme, differing definitions should be weighed up and translated to best fit one's own context (on a local and national level), rather than simply selecting one definition, which may turn out not to be entirely adequate.

6 Once again, we cannot ignore the cultural limitations of Costa's constructs of 'success' and 'intelligence', which are never explicitly defined. It is important to acknowledge that different cultures value different strengths, and cultures may vary quite considerably in their definitions of 'success' and 'intelligence'.

Table 1: Comparison of Thinking Skills definitions

Costa & Kallick (2000)	NQF (2000) Critical Cross-field Outcomes	Beyer (1984)	Black (2012)
1. Persisting			
2. Managing impulsivity	(Organise and manage oneself and one's activities responsibly and effectively)		
3. Listening with understanding and empathy	(Be culturally and aesthetically sensitive across a range of social contexts)		Analysing arguments
4. Thinking flexibly	-Identify and solve problems in which responses display that responsible decisions using critical and creative thinking have been made. -Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. -Reflect on and explore a variety of strategies to learn more effectively.	Problem-solving	
5. Thinking about your thinking (meta-cognition)	(Reflect on and explore a variety of strategies to learn more effectively.)		An open-minded yet critical approach to one's own thinking, as well as that of others.
6. Striving for accuracy			
7. Questioning and Problem-posing		-Logical Analysis -Spotting contradictions	-Judging the relevance and significance of information -Evaluating claims, inferences, arguments, explanations
8. Applying past knowledge to new situations			
9. Thinking and communicating with clarity and precision	Communicate effectively using visual, mathematical and / or language skills in the modes of oral and / written presentation.	-Reasoning -Spotting contradictions	-Constructing clear and coherent arguments -Forming well-reasoned judgments and decisions
10. Gathering data through all senses	(Collect, analyse, organise and critically evaluate information.)		
11. Creating, imagining and innovating		-Conceptualising -Creative Thinking	
12. Responding with wonderment and awe			
13. Taking responsible risks		Decision making	
14. Finding humour			
15. Thinking interdependently	Work effectively with others as a member of a team, group, organisation, community.		
16. Remaining open to continuous learning	-Reflect on and explore a variety of strategies to learn more effectively. -Explore education and career opportunities.		
[No category]	Being a responsible & respectful citizen / contributor to society: -Use science and technology effectively and critically, showing responsibility towards the environment and health of others. -Participate as a responsible citizen in the life of local, national and global communities. -Be culturally and aesthetically sensitive across a range of social contexts. -Develop entrepreneurial opportunities.		

2.3 Section 2: Assessment of Thinking Skills

Many theorists (Beyer, 1984; Ku, 2009; Burke & Williams, 2012; and Black, 2012) point out that without a clear and commonly accepted definition of Thinking Skills, assessment in this domain will be plagued with inconsistencies, construct-irrelevance and conceptual inadequacy (Beyer, 1984). Burke and Williams (2012) emphasise that the format of the assessment must be aligned with the way Thinking Skills is conceptualised, so this lack of universal definition is problematic for the design of assessments.

Multiple choice or short-answer questions to test a pupil's developments in thinking skills frame competence in this regard as *knowledge* of discrete skills: knowledge of definitions and examples which may have little to do with the pupil's actual *ability* to use these skills for effective thinking. However, according to Burke and Williams (2012), a combination of multiple-choice and short answer questions is an easy and reliable means of assessing individuals' knowledge and ability to apply various thinking skills. Beyer (1984) rejects multiple choice tests, noting that thinking skills are best tested through *observing a pupil actually applying the skills in order to solve a problem*. Ku's (2009) suggestion concurs with Burke & Williams (2012) and Beyer (1984), and furthers their ideas: she found that whilst both factual knowledge and application of skill do constitute two aspects of mastering a thinking skill, the *inclination* of a learner to apply the skill, unprompted, to an authentic situation is a third, equally important skill. Her suggestion is to produce multiple-choice tests which test basic knowledge, but then also lead on to more complex extended-answer questions which require learners to apply their knowledge of the thinking skill to an unseen situation. However, Costa and Kallick (2000, p.81) prefer a more performed task to assess Habits of Mind. They note that “Although the Habits of Mind don't readily translate into numbers, they can be easily observed in the context of daily life”, which suggests that a hypothetical multiple-choice test, however thorough, is insufficient to capture a learner's skill with the Habits. Costa (in Richards, 2007, p.316) states: “While we believe that there are some aspects of good thinking that could be measured on a test, we also think that assessment [of thinking] needs to be expanded to include many other forms...i.e. journals, portfolios, exhibitions”. Thus, written tests would seem to be only one way – and a relatively limited way – for competence in thinking skills to be demonstrated. Beyer (1984) also calls for a more performed assessment, which fits in with Costa and Kallick's (2000) suggestion that teachers and pupils collaboratively draw up checklists or rubrics for engaging in a Habit of Mind. These criteria must be phrased as positively-stated, observable *behaviours*. In Costa and Kallick (2000, p.35) the authors present an exemplar rubric for the Habit

“Listening with Understanding and Empathy”, which I include here for illustration:

Behaviour	Often	Sometimes	Not Yet
Restates / paraphrases a person's idea before offering personal opinions			
Clarifies a person's ideas, concepts or terminology			
Poses questions intended to engage thinking and reflection			
Establishes eye contact if appropriate			
Mirrors body language			

Table 2: Exemplar rubric for assessment of Habits of Mind

Within this assessment format, a pupil's capability is performed rather than described, so the demonstration of their skills is less reliant on language. Lombard and Grosser (2008) indicate that low language proficiency may have caused learners to perform poorly on the – language-based – Watson Glaser Critical Thinking Assessment.

However, Burke and Williams (2012) and Ku (2009) point out that not all thinking can be measured through observable behaviours. According to Anderson (2010), there are five facets to mastering the Habits of Mind, and not all of these are necessarily directly observable. Costa accepts these dimensions and describes them as the five levels to which the Habits become internalised (i.e. become *habits*) (see Costa, 2014). Evidence of learners growing within these five dimensions, then, provides evidence of development in the Habits of Mind. The five Dimensions of Growth in Habits of Mind are:

- **Meaning:** understanding the definition of the Habit more clearly;
- **Capacity:** becoming more empowered to engage in the behaviours and strategies which make up the Habit;
- **Alertness:** being able to discern when, and when not, to engage in the Habit
- **Value:** developing a deeper appreciation for the importance of the Habit, and its relevance to one's life
- **Commitment:** showing ability to self-direct, self-evaluate and self-manage continuous growth in the Habit.

(Anderson, 2010, p.72–82)

As these five dimensions represent different levels of internalisation of the Habits of Mind, all five should be included in the assessment of HoM. Ku's suggested assessment format, a combination of multiple-choice and extended answer questions, might encompass Meaning (basic knowledge tested

through multiple choice or short-answer questions) and Alertness (the ability to recognise when to apply which thinking skills, unprompted). Capacity, however, can be most easily measured through direct observation and learners reporting on the skills they have gained. Value and Commitment might not be directly observable, and learners will need to reflect on the level of Value and Commitment which they feel. A combination, then, of performed tasks and self-reflection seems to be the best approach to the assessment of HoM.

Theorists (Costa & Kallick, 2000; McMahon, 1999) emphasise the importance of self-assessment in evaluating pupils' developments in thinking. Self-assessment, however, could be marred by inflated or overly critical self-perceptions (Boekaerts, 1991). How is it possible, then, to prioritise learners' accounts of themselves without making the standards of the assessment questionable? McMahon (1999, p.549) warns that “strategies that seek to encourage critical thinking can be undermined by an autocratic assessment system”. Learners might try to guess the 'right' answer or “feign competence” (Shepard, 2000. p.10), and not offer genuine self-assessment, if they feel they will be penalised for making evaluations which deviate from their teachers' opinions. It is imperative, therefore, that learners' accounts of themselves *are* taken seriously. McMahon considers how to give precedence to students' self-assessments of assignments whilst upholding the standards set for certification. He concludes that negotiating evaluations between teacher and pupil can promote and reward the development of critical thinking: students develop reasoning and metacognitive skills as they defend their evaluations of their work, and engage in meaningful self-reflection.

2.4 Section 3: Developments in assessment – from summative to formative

Formative assessment emphasises using assessment for learning experiences, instead of for measurement, comparison and ranking (Black, 2003). The results of formative assessments therefore feed back into the learning situation, rather than being an end-point in themselves. It differs from summative assessment in that, firstly, it incorporates peer- and self-assessment; secondly, it involves the giving and incorporating of detailed feedback to enhance the learning experience; thirdly, it is designed to facilitate student *learning*, rather than simply to measure student knowledge. These three principles have been linked to the development of meta-cognition (Gipps, 1999; Shepard, 2000; McMahon, 1999; Black, 2003; Hay, 2008).

2.4.1 Background to formative assessment theories

Formative assessment developed out of a growing scepticism about the standardised forms of assessment developed within a modernist set of values and assumptions. Since the middle of the 20th Century theorists have become increasingly aware of the cultural bias in the education system. This system, and the standardised assessment forms within it, came to be recognised as social tools for power and control, wielded by the dominant middle class against lower classes in order to maintain the social order (Gipps, 1999). These gradual realisations combined with a growing mistrust in the concept of 'truth' as the philosophical movement of postmodernism grew. Gipps (1999, p.370) explains, "The categories of 'truth' and 'knowledge' are seen to be not only hugely complex and subjective, but politically saturated". This led to a shift in educational practices towards more socio-constructivist conceptions of fairness, inclusivity and theories of learning. However, as Shepard (2000) points out, although this change in mindset has influenced theories of pedagogy and curriculum, the practice of assessment has remained stuck in an outdated paradigm. Within the older paradigm, competence is measured as discrete items (i.e. written answers) produced in a laboratory situation (i.e. the absence of all extraneous variables or access to assistance). Competence in this paradigm is more about what individuals can *retain* than how they are able to solve problems or use logic. Shepard laments that standardised assessment practices "prevent and drive out thoughtful classroom practices" (Shepard, 2000, p.9).

There is some scepticism around formative assessment, as it focuses far less on the (supposed) objectivity which standardised, externally-set and summative assessments prize. For instance, should peer- and self-assessments count towards a learner's term or year mark? And if not, then why should learners bother with them in the first place? It can be argued that formative assessments lack the 'fairness' of standardised summative assessments, in which all aspects are controlled and monitored to ensure that candidates produce work under the same conditions. A response to this very real concern would be to ask whether it really is "fair" to treat all candidates the same. Within socio-constructivist views of learning (see Shepard, 2000), all candidates should be given the *best* chance to learn and to show their knowledge. As candidates have different strengths and abilities, treating them all the same could be to the disadvantage of some. Formative assessment therefore requires "an expanded view of validity" (Gipps, 1999, p.369) to include a diversity of tasks and learning conditions tailored to nurture the educational development of individual learners, with less emphasis on uniformity and more emphasis on learning.

This raises questions about the objectivity of formative assessments – if tasks are designed according to individual learners' needs and marked through processes of peer- and self-assessment,

can they really be trusted as objective measures of performance? A response to this would be to ask whether any assessment task can truly be considered 'objective'. Gipps (1999) points out that even Multiple Choice Tests – lauded for the objectivity in their marking format – are far from objective in their construction, which takes culturally-defined conceptions of knowledge and truth for granted, and are therefore biased and exclusive. Postmodern theory holds that any observer is implicated in the act of observing – there is thus no such thing as an unbiased assessor. In order to deal with the subjectivity inherent in assessment, some lecturers/researchers (McMahon, 1999; Hay, 2008) have included learners in discussing and negotiating the evaluation of their own work, whilst retaining ultimate authority over marks. In this way teachers' or peers' perspectives on an individual's performance, and the individual's own perspective, may be brought together for a more complete picture of that individual's achievements than any of the role players could have produced alone. Perspectives on an individual's performance are not 'subjective' in the sense of being 'limited', but rather each one is *situated* – the observer is able to view the situation from a perspective different from others' perspectives, and this can be seen as an opportunity rather than an obstacle. The modernist idea of being able to get an “accurate” picture of a learner's performance has been replaced by postmodern uncertainty regarding what constitutes “accurate”. Rather, according to Hay (2008, p.134, emphasis added), “The shared meaning, or interpretation, of a student's work is an *accepted* one rather than an *accurate* one”.

2.4.2 Formative Assessment and Thinking Skills

According to many theorists (Gipps, 1999; Shepard, 2000; Black, 2003; McMahon, 1999; Hay, 2008 and Costa – in Richards, 2007), self- and peer-assessment are crucial for the development of meta-cognition; a thinking skill which enables learners to become more self-directed and more autonomous in their learning⁷. In order to learn how to solve problems learners need to be able to monitor their thoughts, so that they can develop the ability to consciously manage their thinking (Perkins, 2011). Internalising the external standards by which their work is assessed requires that learners receive feedback on their work (Boekaerts, 1991). Being actively involved in deciding these standards will give them insight into the assessment process, which will facilitate the development of meta-cognition (Boekaerts, 1991; Costa & Kallick, 2000; McMahon, 1999; Hay, 2008). Of course, assessment authority cannot be abdicated completely to learners: the teacher brings the experience and expertise to defend and judge the standards by which work should be assessed (McMahon, 1999; Gipps, 1999). Nevertheless, the relationship between the teacher and

⁷ Meta-cognition is also one of the 16 Habits of Mind. Self- and peer-assessment of HoM can therefore also be used to nurture this Habit. Self-directed learning speaks to Anderson's (2010) dimension of Commitment, and therefore, self- and peer-assessment can be used to enhance Commitment in all of the Habits of Mind as well.

learners changes so that the teacher and the learners become *partners* in a reciprocal learning experience.

Formative assessment also prioritises the role of feedback on assessment tasks. Comments should focus on what has been done well, as well as what could be improved and how it could be improved. This correlates with Boekaerts' (1991) outline of self-efficacy: learners, particularly young adolescents, rely heavily on verbal feedback from significant adults in forming ideas about their self-efficacy (their perceived ability to be successful in a particular task). Positive feedback is important, therefore, so that learners remain encouraged to try. With this in place, learners can accept critique on their work as a challenge rather than a message that they will never succeed. Finally, opportunities must be provided for learners to work through the feedback offered them: this includes learners editing or rearranging their work or providing a written action plan for the improvement of their work.

2.4.3 Dialogical and Negotiated Assessment: previous research and findings

Both Hay (2008) and McMahon (1999) incorporated dialogue into their assessment studies. Hay's study featured regular feedback conversations between students and their peers in which students were offered feedback on how they could improve their performance. These 'feedback conversations' are what I refer to as Dialogical Assessment. Hay found that, through this process, students became more self-reflexive and self-directed, and less reliant on their lecturers for feedback. McMahon's study featured conversation between students and *lecturers*, and in these conversations the students' marks were negotiated so that a final mark could be arrived at. This approach is what I refer to as Negotiated Assessment. McMahon found that students became more meta-cognitive through the experience of negotiating their marks with a lecturer. Both Hay (2008) and McMahon (1999) found, through their work in incorporating dialogue into assessments, that students showed more highly developed meta-cognitive skills as a result of the process. The school in which this study takes place does not allocate marks for Habits of Mind, so there was no need for the focus of reflective conversations to be on *deciding a mark*; thus I decided to use Hay's study as a methodological basis for my own.

Hay (2008) noted that before the Dialogical-Assessment initiative, Dance lecturers struggled to make sufficient time for students' demands for feedback. Through the initiative, students became more used to requesting and receiving feedback from their peers and reflecting critically on their

own performances, and thus became less reliant on lecturer-feedback. This is a significant finding, as it suggests that formative assessment need not be as time-consuming for staff as many believe (Gipps, 1999).

Costa and Kallick (2000, p.26) note that it is important for learners to be exposed to both “Internal and External voices of reflection”. They suggest that bringing together perspectives from self-assessment, peer-assessment and teacher-assessment could enable pupils to develop a more realistic sense of their performance. Hay, too, notes this (2008, p.133). Discussing peer-to-peer feedback sessions, she states: “Given that this interchange is framed by the appropriate assessment criteria and mark descriptors, students' experience of dancing becomes more closely aligned with the observation, feedback and measurement of their work that their peers present”. Reflective discussions about their evaluations enabled students to internalise the externally-set standards, so that they could develop the capacity for more accurate self-assessment.

2.5 Conclusion

Thinking Skills is a difficult concept to assess, because it is a difficult concept to define. Within the framework of Habits of Mind, Anderson's (2010) Dimensions of Growth are the clearest breakdown of how the Habits are learned and internalised. Therefore, I looked for evidence of these dimensions in learners' reflections in an attempt to measure their learning. McMahon (1999) and Hay (2008) both found that assessment methods incorporating dialogue enhance thinking skills, and I used the Dimensions of Growth to measure whether this was true in my study as well.

Another factor which makes Thinking Skills difficult to assess is that thinking skills are often not directly observable. For this reason, self-assessment has been proposed as a crucial element of successful assessment of thinking skills. However, self-assessment is not always reliable, and nor is assessment from an external assessor. In order to counter the inherent unreliability of the assessment of thinking skills, my study entails having a learner's thinking skills assessed from three different perspectives: self, peer and teacher. I concerned myself less with what learners' marks *should* be, and more with what learners' marks *were* (when these marks were arrived at separately by different assessors) and *why*, and what *feedback* could be derived from reflection on these assessments. Through dialogue, others' marking was acknowledged, interrogated and understood in order to facilitate learning opportunities.

Drawing from Hay (2008), learners were given opportunities to discuss assessments with a peer; and drawing from McMahon (1999), learners were given opportunities to discuss their assessment with the teacher concerned. Learners were also given opportunities for self-reflection. I aimed to test whether, over time, Dialogical Assessment could align learners' assessments of their performance more closely with assessments by the teacher and their peers.

Chapter 3: Methodology / Research Design

3.1 Introduction

In this chapter I outline the process of data collection and the processes by which data were analysed. In Appendix E I describe a small pilot study which I undertook in 2012 in order to get to grips with some of the methods and approaches of incorporating dialogue into assessment (my pilot study focused specifically on negotiated assessment). Section 2 outlines the preliminary planning of my main study: choosing which Habits we would focus on, selecting and pairing up the participants, and planning the structure of the research sessions which I have called “assessment meetings”. In Section 3, I describe in detail each of the HoM lessons and their corresponding assessment meetings, and I reflect on my own learning through this process. In Section 4, I describe the data obtained from these assessment meetings, and how the data was analysed. In Section 5, I describe the ethical considerations which influenced my process, from planning to implementation and subsequent reflection.

The pilot study I conducted entailed half-hour meetings with 12 of my grade 11 Drama learners, in which we negotiated a mark for their recently-written essays. In a survey conducted with the learners afterwards, 10 of them noted that they had found the discussion helpful in terms of understanding how they could improve on their essay writing in future. Some learners, however, mentioned that they had found the process troubling and confusing, and I, too, had struggled with some of the conversations. The study suggested that negotiating assessments, although highly beneficial for learning, is an extremely threatening process for both learners and teachers. I felt that it would be unhelpful to introduce such threat into assessment of Habits of Mind, and unnecessary to put grade 8's into a position which even grade 11's had found threatening. Refer to Appendix E for a more detailed description of the study.

According to Merriam, (1998, p.xiii), “A qualitative case study is an intensive, holistic description and analysis of a bounded phenomenon”. The subject of my inquiry was participants' thoughts, feelings and learning in reaction to assessment from multiple perspectives. I provided participants with opportunities to express these thoughts and feelings as freely as possible, in written and spoken modes and in three different forums (alone/with a peer/with a teacher), to get a sense of participants' “lived experience” (Merriam, 1998, p.4) of assessment. The data collection instruments (interviews, reflection sheets) were “sensitive to underlying meaning” (Merriam, 1998, p.1-2), providing opportunities for candid reflection from the participants, which enabled me to glimpse the learning

processes which participants underwent.

3.2 Section 2: Overview of the research process

At all times, my decision-making remained grounded in the literature on HoM (especially Costa and Kallick, 2000; 2009; and Boyes and Watts, 2009). My research design was inspired by the format of Hay's (2008) study. This section outlines how I incorporated this methodology into my research design.

3.2.1 Habits of Mind used in the study

I organised an assessment meeting to correspond with each of the first three HoM lessons of the year. These Habits were **Thinking Interdependently** (henceforth Th.I.), **Striving for Accuracy** (henceforth S.A.) and **Taking Responsible Risks** (henceforth T.R.R.). They were decided according to three criteria: firstly, which Habits had not been covered in the Junior School and thus would be new to all participants; secondly, which Habits might be a priority for grade 8's to learn (e.g. Th.I. is an important skill in many of their academic subjects); and thirdly, for the purposes of my study, which Habits might be easiest to observe and thus assess⁸.

3.2.2 Participants, pairing and grouping

Participants for the assessment study were 12 volunteers from the 28 learners in my HoM class. Six of these volunteers had been exposed to Thinking Skills (including some of the Habits of Mind) in their junior school, and six had not had any previous exposure to the programme at all. Participants were paired up such that each pair had one participant with previous HoM exposure, and one without (this reduced the impact on the study of participants knowing each other well – something which Hay, 2008, also avoided). I then joined up two pairs to make a group of four, and called the groups A, B and C. This process was done completely randomly, apart from the constraint that each pair needed one participant with previous HoM experience and one without. Participants were referred to throughout the process by numbers, and when I wrote up the data, I allocated participants pseudonyms. In this paper, all references to participants use these pseudonyms.

⁸ Of course, the relative observability of the Habits is a subjective consideration, but my colleagues and I drew from our experience of teaching (and doing) HoM when considering which Habits would be easiest to observe and assess.

3.2.3 Format of Assessment Meetings

After each lesson with the whole class, I scheduled an assessment meeting with my 12 participants outside of school time, and during these meetings the participants completed assessment tasks related to the Habit most recently covered in class. Four assessment meetings took place in total: one for each lesson and the fourth one as a follow-up session, for which participants needed to utilise a combination of all three Habits. Each assessment meeting was designed to build on the lesson for the corresponding Habit. For the details of the lesson plans and the assessment meetings, see Appendix C.

For the sake of fairness, I decided that all assessment tasks would be based on, or be very similar to, activities from the HoM lessons. The participants were assessed on their performance in this task by me (the teacher), by a peer and by themselves, using rubrics which I had drawn up for and used in the lessons. Before engaging in the assessment task, participants had the opportunity to adapt the criteria on the rubric – by rewording, changing, editing or extending them – in consultation with me and each other. After all participants had completed the task and been assessed, they received their three marked rubrics (teacher/peer/self), and then engaged in one of three modes of reflection on the rubrics (see Table 3). The rubrics from the fourth assessment meeting were only collected as a control for the quantitative data, and did not require reflection by participants.

Assessment meetings and reflection modes			
	Assessment Meeting 1: Th.I.	Assessment Meeting 2: S.A.	Assessment Meeting 3: T.R.R.
Group A [Genevieve & Ayesha; Jordan & Drishya]	Teacher Interview	Self- reflection	Peer Interview
Group B [Nadia & Alexa; Parvani & Lesego]	Peer Interview	Teacher Interview	Self-reflection
Group C [Andrea & Carmen; Rebecca & Shazia]	Self-reflection	Peer-Interview	Teacher Interview

Table 3: Assessment meetings and reflection modes

The list of reflection questions (see Appendix F) was the same for all three modes of reflection. Teacher-interviews were audio recorded, and followed a semi-structured interview process. I thus ordered the questions depending on participants' responses, and added sub-questions to explore participants' responses further. For the peer-interviews, participants were given a reflection sheet with the list of questions and a set of lines after each question, on which they were asked to write

down notes *after* discussing the questions with their peer (see Appendix H). In their self-reflection, participants received a similar reflection sheet and simply wrote down their responses to the questions on the lines provided (see Appendix G).

In the fourth meeting, all 12 participants engaged in a mock game of “Who Wants to be a Millionaire” in new groups of four (so that participants' partners could assess them without having to be engaged in the exercise at the same time). As before, participants were assessed by their partner, themselves and me. The rubric for this assessment task was a collation of criteria from Th.I., S.A. and T.R.R., all of which were required for success in the game.

3.3 Section 3: Details of lessons and assessment meetings

The HoM teacher team⁹ decided that *I* should plan and structure the three HoM lessons because they fed directly into my study and the assessment meetings. I also needed to ensure that I followed a methodical process in researching and planning lessons, as the quality of the lessons might impact on the data collected from the assessment meetings and thus I needed to ensure that the lessons met the requirements for my study. I used some of the lesson ideas outlined in Boyes and Watts (2009) as a springboard for lesson activities, as well as drawing on my own experience as a Drama teacher. Drama is often taught and learned through games and exercises designed to develop focus, creativity and team-work. Many of these games and exercises are highly enjoyable and involve both body and mind, instead of *only* requiring participants to think. This sets Drama apart from other subjects, and I bring this embodied style of thinking into both my English and HoM teaching. The HoM lessons therefore tended to adhere to the following structure: Introductory exercise (usually a physical/embodied exercise) + discussion; Main activity (this would be more cognitively challenging than the introductory exercise), and then a wrap-up discussion which featured a reflection on the rubric. Appendix C describes the lesson plans and how they fed into the assessment meetings.

3.4 My own learnings through the data collection process

I found that I learned a great deal as a teacher and researcher from each session, and I incorporated this learning into subsequent sessions. As in action research, this data collection process provided

9 I am one of six HoM teachers; four of us teach the grade 8's.

me with a lot of information that I can “use to improve aspects of day-to-day practice” (McMillan and Schumacher, 2006, p.414). Unlike action research, this study does not have the “intent...only to address specific actions in a single context”, but rather “seeks to have implications for the field more generally” (ibid, p.414). In the next chapter I present the data gained from this study not for how I can improve my own practice, but with a view to what it can tell me about the principles and practice of Dialogical Assessment. Nevertheless, when writing this section, I noticed just how much I have learned about how to assess HoM more effectively.

Time restrictions

2013 was the first year I had taught grade 8 since 2008. I had therefore lost touch with the pace at which grade 8's work, and expected far too much from them. My lesson plans were ambitious and we often did not get through all I had planned, and the time limits I set for the participants in the assessment tasks were at times unrealistic (this was particularly true for the S.A. task). I therefore learned to make my lessons and assessment tasks simpler, and trust that meaningful learning can occur even from one simple but thorough task.

Semi-structured interview process meets dialogical assessments

For the first few interviews, my inexperience with the process of semi-structured interviews and Dialogical Assessment meant that some learning opportunities were missed when I stuck too rigidly to the order of my questions. My 3rd scheduled question required participants to go through their rubrics and focus on criteria which had been assessed differently by the different assessors. This presented opportunity to justify my own assessments and invite them to do the same. For the first few interviews, though, I did not do this, and waited for participants to ask me about my assessment, in question 5 (“would you like to ask me as your teacher to explain anything about the way I assessed?”). Few of them did this, though, which meant that some valuable learning opportunities were missed. As I relaxed into a more fluid structure in these interviews, I was able to engage with participants from early in the interviews about reasons for and responses to their own and others' assessments of them.

Habits of Mind

I learned a great deal about the HoM from the teacher interviews. The opportunity to discuss the Habits with the participants helped me to broaden my own understanding of the Habits as well. The conversations I found particularly enlightening were those in which I discussed nuances or contradictions inherent in the Habits with participants, or in which we discovered where one Habit intersects with another.

Timing of assessment meetings

The scheduling of the assessment meetings proved to be quite difficult, as the girls in this school are especially busy – often to the point of being overcommitted. This is significant to bear in mind if Dialogical Assessment is to be considered as an approach to assessing HoM. It is a time-consuming procedure, and where time is scarce, much creativity will be required of teachers. We found that the only time which was suitable to everyone for assessment meetings was Sunday morning/afternoon. Thus, the majority of the assessment meetings took place on Sundays, except for the T.R.R. session, which occurred towards the end of the examinations, when weekdays were slightly more available.

Timing of the rubric reflections

Parvani commented on the learning cycle at one stage: “Maybe if we did a rubric afterwards, now that we know what we were looking for, it would have been helpful...” (Parvani: 27). She felt she understood the rubric far more clearly *after* the assessment task, and felt that it would be more helpful to reflect on the rubric *after* than *before* doing the tasks. Perhaps the best arrangement for HoM teaching is to begin with a discussion (to enhance the learning of meaning), followed by a performance-based task (which develops Capacity), followed by a reflective discussion (which cements growth in Meaning and Capacity, and allows for growth in the other three dimensions).

3.5 Ethical considerations

According to McMillan and Schumacher (2010, p.15), ethics is an important consideration for those who undertake qualitative research, noting that “the researcher is ethically responsible for protecting the rights and welfare of the subjects”. Ethics, according to this definition (“rights and welfare”), includes four aspects: firstly, legal processes pertaining to ethics; secondly, logistical structuring of the research sessions to ensure a more ethical approach; thirdly, ethics in interview situations; and fourthly, ethics as they relate to teacher-learner authority relationships.

I ensured that I closely followed the University's official stipulations with regard to the consent forms. This required that participants – and their parents, as participants in my study were underage – signed consent forms for every means of data collection in my study. They consented overall to participating in the study and then to each data collection method (questionnaires, interviews, and the audio recording of the interviews). On each of these consent forms, I stated clearly that participants had the option to leave the study at any time. I thus made sure that participants were aware of their rights within this process, and that I respected these rights.

However, consent, as McMillan and Schumacher (2010) note, is a relative concept. What may be considered “intrusive” varies from individual to individual, and some participants might find the research process difficult or threatening, whilst others do not. In such cases, it is important to be open to the dialogue about consent, and to pick up on participants' cues regarding their level of comfort. Certainly, I got the impression from a few of the participants in my study that they were not – initially at least – completely comfortable in their teacher-interviews. The conventional 'rules' governing teacher-learner interaction constrained some of them, and they struggled to step out of their socially-defined roles as 'learners' in order to engage openly with me in discussion. I have described this phenomenon in greater depth in chapter 6. Most participants, however, became more comfortable with this interaction over time, through the carefully-navigated dialogue I conducted.

On transcribing the first round of interviews, I did notice instances within the interviews when I was perhaps distracted, or did not attend carefully enough to what participants were saying. Reflection in this way after each research session enabled me to refine my interviewing skills and improve on the extent to which I showed empathy and respect during these interviews. Alexa, though, struggled throughout the process, apparently finding the entire project threatening and tedious. I endeavoured to understand her perspective as much as possible, and to provide a space within conversations in which she felt free to voice her scepticisms, doubts and frustrations. However, over the four sessions and through conversation with her, I became increasingly aware of her personal boundaries, and I made the ethical choice not to attempt to push her beyond these. The result was that during the analysis, I battled to understand her perspective fully and/or consistently. I have described Alexa's journey – and our mutual struggles to engage – in chapter 7.

Confidentiality is another consideration mentioned by McMillan and Schumacher (2010). It is important that participants can be assured that their contributions to the research will be completely anonymous. At the very first research session, I gave each participant a code (RP01 – RP12). They used their own code as well as their partner's code when filling in the self-/peer-assessment rubrics, so that all assessment data remained anonymous (at least, to those outside of the study). I also asked participants to refrain from using other participants' names if they discussed our research sessions in other circles, in order to secure anonymity for all involved in the study. Only in the interviews did participants use their own or others' real names (it was unnatural for them to refer to themselves and their peers by codes in spontaneous, open conversation), but when I transcribed these interviews, I changed all such references. During the write-up phase, I then allocated the participants alternative names, thus increasing the distance between the participants' actual contributions and their stories in

my write-up.

McMillan and Schumacher (2010, p.338) note that “when people adjust their priorities and routines to help a researcher...[the] researcher is indebted to these persons and should devise ways to reciprocate within the constraints of research and personal ethics” (emphasis added). For my first research session, I requested that participants make themselves available for a full day so that we could start off by discussing the assessment criteria as a whole group. However, this meant that many participants were sitting around for a long time while waiting for other groups to finish their assessment task. Whilst they did not express resentment at this, I felt it was unacceptable to keep them waiting in this way, and I restructured the following sessions to reduce – or even eliminate – this waiting time. I felt it was my duty to show such a courtesy to the participants who had so readily made themselves available for my study. I also made sure that, for each session, there were a variety of drinks and snacks available for both participants and their parents, in order to demonstrate my appreciation for their giving of their time.

This study taught me a great deal regarding ethics in the context of Action Research, in that I needed to find ways to shift my relationship with the participants from teacher to researcher and back. All of the participants were in my Cognitive Education class, although in truth, I saw this class so seldom that I did not notice a significant shift between being their 'teacher' to being a 'researcher' with whom they were encouraged to express their honest thoughts in an open manner. A few of the participants I taught in other contexts as well, either as their English teacher (about four times per week) or as their form-room teacher (daily interaction), with some participants in both classes. Over the course of the study, I naturally got to know these learners in a much deeper sense than I knew the other learners in my classes, and I was very grateful – as a teacher – for such insight into their thoughts and perspectives. However, it was initially quite jarring to so actively remove the 'mask' of the teacher in order to break down the hierarchies and authority relationships associated with that role. In doing so, I knew that I also potentially sacrificed some of my authority over these learners within a classroom context, which authority is often necessary for classroom control. Teacher-learner authority relationships is a contentious issue, and I grappled with the need to shift roles with these particular learners. I have since noticed that the learners who were involved in my study, now in grade 9, are often the ones who speak to me more openly within classroom contexts, and as such are able to speak on behalf of their class-mates with frankness and confidence. I appreciate that this was enabled through the process of identity shifting which we all underwent together. Yet others of the learners try to abuse this open relationship, by being disrespectful to me

in class or dismissive of my instructions. I need to handle such circumstances carefully so as to stay true to myself and to these learners, with whom I shared much of myself. I am still working with my own paradigm of how the contentious issues of identity and relationships are negotiated in an ongoing way in the classroom.

'Ethical considerations', therefore, encompasses many aspects of the research process, from logistical aspects to legal aspects to interpersonal aspects, and I addressed each of these aspects to the best of my ability during my study. My experiences have also broadened my understanding of ethics.

3.6 Section 4: Process of Data organisation, coding and analysis

3.6.1. Quantitative Data

Data collected:

From each assessment meeting, the following quantitative data was collected:

- Marked rubrics (1 set¹⁰ of rubrics per participant, x 12 participants, except in instances where participants were absent)

Data coding:

Capturing and Verification

Quantitative data from each set of rubrics was coded numerically to arrive at a number which represented the percentage of similarity (or “similarity scores”) between the three rubrics in a set. Similarity scores were then compared across sessions to deduce whether assessors' perceptions became more closely aligned over time, or not. A friend checked the coding, adding and percentage conversion for each rubric. We then entered this data onto a spreadsheet, again checking each other for each entry. Once all raw data had been entered onto the spreadsheet, we double-checked with the following questions in mind:

- Is there a dataset for each Assessment Meeting?
- Have all data fields been collected?
- Do all data items fall within the specified range?

When we were satisfied with the accuracy of the spreadsheet, the raw data was sent to a high-level

¹⁰ “Set” with regard to participants' rubrics refers to three rubrics – Teacher-, peer- and self-assessment rubrics – per participant per assessment meeting

data management specialist at JET¹¹ Education Services for analysis.

Data cleaning:

Once the data was captured, the data preparation was done using SPSS version 21 software. Each of the rubric datasets was imported into SPSS. The data was then cleaned, which involved screening for invalid cases, duplicates, outliers and missing data.

Data analysis procedure:

A detailed analysis of results was carried out utilising data analysis software (SPSS). Participants' similarity scores from sessions 1 and 4 were compared to ascertain within a reasonable confidence interval whether the similarity scores increased over time.

3.6.2. Qualitative Data

Data collected

From **each of the first three assessment meetings**, the following qualitative data was collected (barring absentees):

- Self-reflection worksheets (4 of these)
- Peer-interview notes, also in worksheet format (4 of these)
- Audio recordings of 20-minute teacher interviews (4 of these)

After the fourth assessment meeting, I held a follow-up interview (see Appendix I) with each participant, thus:

- Audio recordings of 20 minute follow-up interviews (1 per participant = 12)

I transcribed the 24 interviews myself, verbatim, including timing the pauses in the recordings. Each interview transcription was checked twice after transcription to ensure accuracy.

Organisation of data

Responses from the self-reflections and peer-interview notes were typed up and entered into a table, to which I added the teacher interview data. This enabled a comparison of participants' responses to the reflection questions across all three sessions. I created a separate table for each of the 12 participants (see Appendix B).

Data Analysis procedure:

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The qualitative data analysis procedure happened in two steps. First, participants' reflections from across the three sessions were collated into a narrative of each participant's cognitive and emotional journey. The write-up of each journey was structured around themes from my research questions. Second, I used these journeys to focus my second write-up on the themes (rather than individual participants), including all relevant data from all participants.

Step 1: Participants' individual Journeys (included as Appendix A)

Participants' comments were categorised into the following broad concepts:

- Learning about Habits of Mind
- Learning about Assessment
- Learning about Self, and
- Shifting of Authority Relationships

I used the Teacher Interview as the main source of information when describing participants' journeys. This was because at least half of the research participants stated in their Teacher Interviews, and in their follow-up interviews, that they found the teacher interview situation far easier to engage with than writing their answers down (refer to Shazia:31; Carmen:33; Rebecca:30; Andrea:6; Jordan:31; and Lesego:35). Thus, the participants' "Journeys" focused mainly on their teacher interviews, and incorporated answers from their self-reflection and peer interview notes. I transcribed and analysed the follow-up interviews and added the data to the write-up of their journeys. I referenced quotes from individuals' reflections as follows:

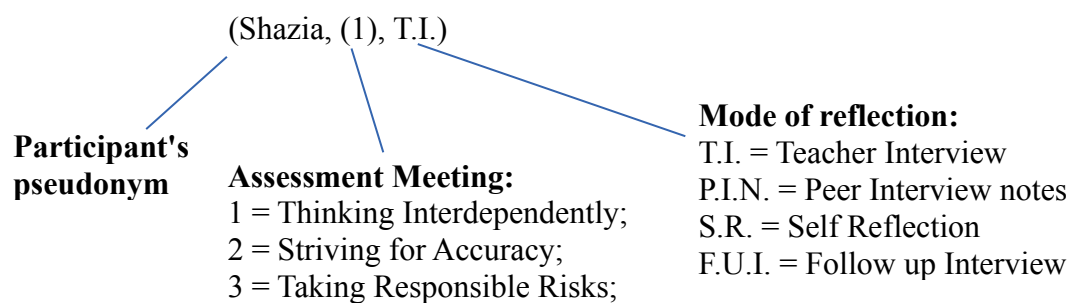


Figure 1: Breakdown of referencing in write-up of Participants Journeys

In the "Participants' Journeys" document, I numbered the extracts from participants' interviews or written reflections in the order in which I used them. Numbering the extracts in this way enabled me to clearly reference participants' comments in my second process of data analysis.

Step 2: Looking across participants for patterns

After completing the write-up of each participant's journey, I coded each journey with variously-coloured sticky tags to identify nuances within the different themes from my research questions. I

used this colour-coding system to compile a discussion of each of these themes which incorporated data from all participants. When I used quotes from the participants' written or spoken reflections, I took these from their journeys, keeping the numbering the same. For greater clarity, I changed participants' grammar and edited out hesitations, false starts or illogical statements. However, participants' written and spoken words remain unedited in the Journeys appendix and in their tables.

Focusing on patterns across participants in accordance with the research themes led to four sections in the data presentation. Learning about Habits of Mind formed a self-contained discussion, as did Shifting of Authority Relationships. However, I noted that participants learned about themselves through reflecting on assessment, and thus I combined themes 2 and 3 into one discussion, which I entitled “Aspects of Dialogical Assessment”. To illustrate dialogical assessment at its most and least successful, I also chose to present the journeys of two participants in more detail.

3.7 Conclusion

This process of implementing my research design was a complex and intricate one; and at all stages I endeavoured to make considered decisions and plan carefully to ensure that the data obtained from the research sessions was trustworthy. I found that I learned a great deal personally through this process. The data yielded some very interesting findings, which are the focus of the next five chapters.

Chapter 4: Data Presentation 1 – Learning about Habits of Mind

4.1 Introduction

Chapter 4 illustrates the learning opportunities fostered through Dialogical Assessment by showing what participants learned about the Habits through their teacher interviews, peer interviews and self reflections. Diverse and extensive learning about the Habits took place, which I have organised here according to Anderson's (2010) “Dimensions of Growth” (see page 8).

Teacher-interviews facilitated deeper learning than peer interviews or self-reflections: participants only demonstrated clear growth in three or more dimensions during their teacher interviews. Here is a table of all participants and their groups:

GROUP A (Teacher interview S1)	GROUP B (Teacher interview S2)	GROUP C (Teacher interview S3)
Genevieve & Ayesha	Nadia & Alexa	Andrea & Carmen
Jordan & Drishya	Parvani & Lesego	Rebecca & Shazia

Table 4: Participants, Pairings and Groups

First, I outline the differences some participants noted between the HoM classes and the assessment meetings. Second, I discuss each Habit separately, showing participants' learning in the dimensions of growth within each Habit. For each Habit, I first discuss participants' learning in the dimensions of **Meaning and Capacity**. For the most part, participants who grew in Meaning also gained Capacity. I end the discussion of each Habit by discussing participants' growth in Alertness, Commitment, or Value, focusing on participants who have grown across three or more dimensions.

4.2 Differences between the HoM classes and the assessment meetings

Four of the participants, explicitly and without prompting from me, indicated that the assessment meetings had been an extension of the HoM classes.

Ayesha, Carmen and Lesego felt that they had learned more about the Habits (i.e. grown most in the dimension of Meaning) through the assessment meetings. Ayesha felt that she had gained a broader understanding of HoM, mentioning in her follow-up interview, “even though we did it in class, we expanded a lot more in these lessons” (Ayesha:9). Carmen reflected in her follow-up

interview that she had gained “a better understanding of HoM; better than school HoM” (Carmen:20). She attributed this to our small group size. Lesego, too, felt that having the “time to discuss everything” (Lesego:24) had enabled her to learn more in terms of Meaning. Parvani felt that the classes “first introduced” each Habit (Parvani:23), thereby addressing *Meaning*, so that the participants “knew what to do” for the application-based assessment task. The assessment tasks were, therefore, opportunities for participants to enhance *Capacity* with the Habits.

Two features distinguished the assessment meetings from the school classes – smaller group size and less time-pressure of the assessment meetings. These benefitted participants, who noted growth in the Habits as a result.

4.3 Thinking Interdependently

Participants from all groups showed growth in Th.I., but only Genevieve and Jordan were able to grow in four and five dimensions respectively. Genevieve and Jordan both did their teacher interviews in this Session.

4.3.1 Deep learning: Meaning and Capacity

Three participants reflected after the Th.I. assessment meeting that they had developed their sense of Meaning and Capacity in the Habit.

Andrea noted in her self-reflection that she understood “the individual components of Th.I. better now and so can put them to use” (Andrea:16). She recognised that effective Capacity depends on growth in Meaning. Drishya felt that she had not stayed focused during the Th.I. task because she had not always borne in mind the confines of the riddle in her attempts to solve it. I explained that being unfocused was different from brainstorming:

- Drishya** Well, I felt that I didn't stay focused at some times, on the task, especially for the second one. Because, I kind of, thought out of the box because we weren't getting the right answer. So, for instance I said, “if the stranger cuts open the car”, but I wasn't thinking, because, um, no physical damage was done to the car. So that is something silly that I didn't think about, you know. And, that's why I said that I might have not stayed focused on that particular question.
- T:** I think for me, to, to be unfocused would be saying “what are you guys doing for the rest of the weekend?”
- Drishya:** Ohhh

(Drishya:6)

Drishya ended off the session with a definite list of strategies on which she needed to work, showing growth in Capacity. This learning emerged through deep engagement with my feedback throughout the teacher interview. She learned to “think about what I say before I speak” (Drishya:9. See also Drishya:10 and Drishya:11).

Ayesha learned about Meaning through reflecting on the grades of achievement she had received from her three assessors. She brought up a criterion about which she had “just said, um, “not applicable” - is that ok?” (Ayesha:12). I stepped in to explain why I felt that criterion was actually highly applicable to her group. The criterion was “be aware of those in your group who seem hesitant to contribute, and actively and deliberately involve them in conversation”. She did not require much explanation before, it seems, conceding that she knew I was referring to Jordan's struggle to be part of the conversation: “Ja, I didn't really acknowledge that...I guess we just got so caught up in what she was saying and just started adding our own stuff to it – we didn't realise that she was trying to say something else” (Ayesha:12). The contemplation of this criterion assisted us in understanding how Ayesha's peer has assessed her on another criterion. Again, it appeared as though Ayesha already knew what her peer's marking referred to.

- Ayesha:** Also when it says “all must take responsibility for monitoring the equality of all members' participation”, um, Genevieve said “not yet”, but, I said “sometimes” and so did the teacher.
- T:** Alright so Genevieve felt you needed to take more responsibility. And maybe that has something to do with what we've just spoken about.
- Ayesha:** Mmm. Because when Jordan suggested the torch, **she just suggested it but didn't really say it. But then I ended up saying it** and it was right so I felt really bad because it was her idea and I ended up saying it... It sounded really close. But I didn't know if I would get it right. And then after I did, I was kind of – I felt like, a little bit awkward because it was her idea in the beginning.
(Ayesha:13. Emphasis added)

The discussion we had about this criterion also helped us to understand yet another, linked, criterion: “acknowledge and appreciate the successes, achievements and talents of others” – (refer to Ayesha:13). For Ayesha, analysing grades of achievement helped to justify Genevieve's and my perceptions of her performance more clearly. This gave her a much broader understanding of her performance, and thus, of what it means to fulfil the three criteria which we discussed. Strategies for this Habit were clarified and her Capacity was enhanced as a result: “I've learned that we should all...try and work together on things, like really work together, and we shouldn't leave people out or just barge in on their ideas. And we should, ja, include everybody, and we should help each other because we're all on the same team. We should expand on other people's ideas” (Ayesha:15). For Ayesha, enhanced Meaning led to growth in Capacity.

4.3.2 Growth in Capacity only

Carmen claimed that her *understanding* of the Habit had not really been affected by the assessment meeting, but that the assessment task had made her “apply” her existing understanding (Carmen:18). This showed her how she could refine her capacity: “I must learn to concentrate...” (Carmen:18).

4.3.3 Building on Capacity: Alertness, Value and Commitment:

Genevieve and Jordan noted growth in four and five dimensions of Th.I. respectively.

In her teacher interview, Genevieve's understanding of Th.I. was expanded, which helped her to discover strategies which she could use to develop her skills in this regard. She voiced commitment to developing these skills. In her follow-up interview, she reflected that she had learned the importance (Value) of Th.I. as well.

Genevieve's key growth in Meaning happened through analysing the different assessors' grading of her performance. When reflecting on the three rubrics, Genevieve initially had a tendency to admit to not having met a certain criterion and then offer a justification as to why she couldn't or needn't have done so:

Genevieve: Mmm, I think I do need to work on that

T: Mm-hmm?

Genevieve: **Although we didn't have a lot of time to do some of those things**, like – and also there wasn't people who were hesitant to contribute, uumm, **so, I couldn't involve them in anything...**

T: Ok, in a way I must say I kind of disagree.

(Genevieve:4. Emphasis added)

I continued on to give Genevieve feedback on what I had seen of Jordan being left out (see Genevieve:5), and she then began to become more introspective and self-critical. Initially, she struggled to get out of her pattern of justifying or explaining away her failures. It was only after we spoke about two further criteria in this way that she eventually admitted, without any excuses or justifications, that she had not completely met the criteria.

Genevieve: And then also “offer feedback with kindness and respect” and “acknowledge and appreciate the success” - I didn't do either of those.

T: You – you think you didn't?

Genevieve: Well, **I didn't feel that there was a lot of feedback to be offered**, but **I could have said “well done”** or something like that...

(Genevieve:5. Emphasis added)

And,

Genevieve: And also I didn't ask for feedback. But **I don't know if anyone did**. Uummmm...
 (pause - 4s)
T: Do you think you should've?
Genevieve: Well... (pause 2 s) Yes and no
T: Or do you think the rubric is flawed?
Genevieve: No, I don't think the rubric's flawed, but like, **we could've asked**, like we could've said an idea and said "what do you think about that", and **I don't think we did that. I didn't do that**.

(Genevieve:6. Emphasis added)

Genevieve's is a clear example of learning about how criteria are graded, and coming to recognise these grades of achievement within herself. She was left with a more informed ability to interpret grades of achievement, which showed her understanding of the Meaning of the Habit becoming more embedded. At the end of the session, Genevieve was able to reflect with clarity on strategies (Capacity) for the Habit: "I need to be aware of other people, actively aware. And I need to get more involved and empathise. And say when people are doing a good job, and, be kind and respectful" (Genevieve:13). Commitment, too, is apparent in the language she used in this reflection: "I need to" and "I must" show self-directedness towards developing her Th.I. skills. In her follow-up interview, Genevieve demonstrated growth in Value when she reflected on what she had learned through the process: "It's...important to work as a team and to include everyone in your team" (Genevieve:17). Her confrontation with her own shortcomings in this Habit had left her with a clarified sense of how to improve, as well a commitment to improving her team-work skills.

Jordan's story is one of growth across all five dimensions over time. Through deep reflection in her teacher interview, she developed her sense of Meaning and Alertness, contemplating when thinking interdependently is more appropriate than working alone. This was not a straightforward process for Jordan, and her opinion fluctuated between the benefits of *in-* versus *inter*dependent thinking. She later reflected that she had applied her Th.I. skills to the S.A. task, and found her resulting success very affirming. Thus, her development of Capacity, Commitment and Value were demonstrated.

Jordan was initially unconvinced of the merits of Th.I.. However, she had found herself inspired by others' ideas during their Th.I. task, so was aware of the benefits of hearing and building on others' ideas. She weighed up when and how much of *inter-* versus *independent* thinking would constitute a healthy balance, and through exploring this issue, she expanded on her sense of Meaning of Th.I.. She struggled to know how to prioritise others' ideas while still making room for her own.

...Sometimes you think what you say is more important than others, but sometimes it isn't. But sometimes it *is* – so it's really hard, but if you use what other people say – then you can build onto what you said and then you can get to a greater conclusion.

(Jordan:13. See also Jordan:14)

When asked to offer her thoughts on how she felt she had gone about the Th.I. task, she voiced wariness about group-work.

Sometimes it doesn't help if you work in groups and stuff; sometimes it helps if you think by yourself, because you know how you work better, and the way you work. If you're in groups sometimes it's just too hard and there's just too many things going around and stuff. And if you think independently you can get something done. I find it easier by myself.

(Jordan:15)

She also noted later in the interview that “you can get things done quicker” (Jordan:16) when working individually because in a group situation there are always many people's ideas to consider. However, she acknowledged that the quality and quantity of ideas could well be higher in a group situation. She clearly felt rather ambivalent: “it can go both ways, sort of” (Jordan:16). Towards the end of the interview, Jordan still felt that “I just think somehow better on my own than with others”. Clearly, Jordan spent the interview thinking carefully about what Th.I. entails, and how this differed from working by herself.

Because Jordan did not understand the Value of Th.I., she struggled to recognise exactly *when* it might be useful. I reminded her that she had used the ideas of the others in her group in order to arrive at the correct answer to the 20 Questions riddle, and she recognised that both group and individual work are necessary for maximum effectiveness – “on your way you do need some help” (Jordan:17). Finally, at the end of the interview, she took ownership of the idea that Th.I. could be useful to her without interfering with her preferred style of working: “I really like building on other people's ideas” (Jordan:18).

Jordan actively contemplated the Meaning of criteria for this Habit, refining her sensitivity to Alertness in the process.

Reflecting on her rubrics and what had been assessed similarly, Jordan recognised the strategies which had enabled her to get the correct answer for her group's riddle: “I really did try to **build on other people's ideas**. When people mentioned stuff, I remembered it, so that I could actually...get the real details of what this object could be” (Jordan: 12. Emphasis added. See also Jordan:11). This strategy was therefore affirmed for her, showing growth in Capacity, and she found herself using this skill in the S.A. task as well. This showed increased Alertness and Commitment – a self-directedness to utilise and develop her skills as an interdependent thinker. In the S.A. task, her skills were further affirmed for her when all three assessors ticked “often” for the criterion, “when working as a group, listen to others' ideas”¹². From this, she understood her Capacity more clearly:

¹² This criterion did not appear on the original rubric; Jordan and her partner added the criterion when we went through the rubric before the S.A. task. In the remainder of Chapter 4, I will refer to a few more criteria which participants themselves added.

“You need this criteria when you work in a group, and **I clearly have it**” (Jordan:19. Emphasis added).

Finally, in her follow-up interview, she presented the idea that these strategies actually sit at the heart of Dialogical Assessment. Thus, the whole process of repeatedly bringing together disparate assessments had helped Jordan to develop Capacity in Th.I.. She had also learned to Value the Habit far more deeply than in the beginning:

“Maybe I tick it in “sometimes” and they tick in “often”, then you're like “oh, I remember...” Then it's interesting to also ask them why they ticked the “often” box, and then they give you an answer and it's quite interesting. You can't just be like, 'My idea is completely right' and everything, **you need everyone's idea**. And it's thinking in a group and understanding together”.

(Jordan:20. Emphasis added)

The comments above show a turnaround in Jordan's attitude towards Th.I.. Over time, she grew in Meaning, Capacity and Alertness through her reflection on the Th.I. task. She valued Th.I. enough to apply these skills during the S.A. Session in a self-directed fashion (demonstrating Alertness and Commitment), which further reinforced the Value of the Habit for her.

4.4 Striving for Accuracy

Participants from all groups showed growth in S.A., but only Parvani, Nadia and Lesego were able to grow in four or more dimensions. Parvani, Nadia and Lesego were in Group B, who did their teacher interviews in this Session. Alexa was also in Group B, but she did not appear to learn anything. I contrast Alexa's and Lesego's stories in Chapter 7, so will not discuss them here.

4.4.1 Deep learning: Meaning and Capacity

Genevieve realised that “To strive for accuracy I must follow all points of the rubric, and focus” (Genevieve:16). She recognised that the rubric was both a measurement tool *and a guideline*, and that understanding the criteria's Meaning more clearly can lead to success (i.e. increased Capacity).

4.4.2 Growth in Capacity only:

Andrea, Carmen, Ayesha and Shazia's written reflections described the S.A. strategies which they had learned, testifying to increased Capacity.

Andrea noticed growth in her ability “to think about **how to strive** for accuracy and **how to think**

about what you're doing” (Andrea:15. Emphasis added). Carmen found that the S.A. task had not necessarily broadened her understanding, but had “helped me apply the rules better” (Carmen:19). She honed her Capacity when she reflected that she could have done “everything in my power to answer the questions i.e. asking my peer, teacher and using all the available resources”. Ayesha also noted the strategies she had learned: “I could've checked over more times” (Ayesha:16), as well as, “keep trying and going over our work” and “using the sources you have to complete your work so it is more accurate” (Ayesha:17). Shazia commented in her follow-up interview about the S.A. task, “I didn't notice the dictionary and the laptop” (Shazia:24). She reflected, “I just didn't approach the task like I should have and the rubric reflected that”.

4.4.3 Building on Capacity: Alertness, Value and Commitment

Parvani and Nadia's learning about S.A. extended across multiple dimensions. Parvani developed her sense of Meaning clearly through the teacher interview, and also gained Alertness. She also noted growth in Capacity, and developed an overarching sense of the Value of HoM in general. Nadia noted growth in all five dimensions.

Parvani testified that the assessment task and teacher interview had increased her understanding: “I didn't really know much about Striving for Accuracy at first, so I think it did help me to gain an understanding as to what Striving for Accuracy actually is” (Parvani:18). She seemed eager, throughout the interview, to understand what others took into account in their assessments of her. Through our discussions about her grades of achievement, she clearly refined her sense of the Habit's Meaning.

Um, “asking others for feedback and correction”. We all marked that with “sometimes”...Um, I think that **we did try** and ask each other for help, and check using the dictionary and the computers **but, um, we could've tried searching for other things** to help us try and answer the questions to complete the crossword.

(Parvani:10. Emphasis added. See also Parvani:11)

Parvani also had two misconceptions about S.A.. Firstly, she did not really understand the criterion “Establish standards of excellence”, and therefore was unsure what to take into account when assessing this criterion. I helped her to understand the criterion:

T: This one interests me. Both of you have said “not yet” when it comes to “establish standards of excellence”, but I've said “sometimes”, which is interesting.
Parvani: (pause – 2s) ...Um, what were we aiming to do at the end of it was to complete the crossword, but I don't think...I said “not yet” for that cos we, we obviously didn't

manage our time properly, and ja.
T: However, if you look at it in a smaller way, you needed to establish what the correct spelling was of the words. So, “establish that standard of excellence” – excellence being the correct spelling. Or, the right facts. And you established those, before, in order to check.

...
Parvani: Um, I I didn't, think of it that way, also, so I think that's why, another reason um, we both might have said “not yet”.

(Parvani:4)

The expansion of Parvani's existing knowledge is very clear above when she says, “I didn't think of it that way”. Thus, through clarifying her misconception, her sense of Meaning was developed.

Secondly, Parvani unconsciously confused *striving for accuracy* (a process) for *being accurate* (an outcome), and was therefore assessing outcome. She assessed herself quite harshly (assessing the unsuccessful outcome of the strategies she had used). Conversely, the assessments from her partner and me were far more positive (assessing that she *had used strategies* in the first place). She struggled with this apparent contradiction:

T: Ok. Would you like to ask your partner who peer-assessed you anything?

Parvani: Um, ja. I would actually want to know, um, why she said “often” for “using multiple methods” cos I know that I only used the dictionary and my brain I didn't, really, use the computer or ask a lot of questions. Um, I know that I did ask her for one or two questions, but then again she wasn't exactly 100% sure, also, so, ja.

(Parvani:14)

I made it clear to her during her interview that I had assessed her on the strategies she had used rather than the outcome of her use of those strategies:

Parvani: ...Um, “attempt to meet or even surpass your standards of excellence. Aim for higher than the average”, um, I said “not yet” cos, we didn't try different ways to achieve success...We just did it as our own work, and we didn't confirm with each other, or ask each other a lot of questions.

...
T: For me, even the act of taking the time to look through [the article] puts you into a “sometimes”, that you are, you're already **attempting** to meet or surpass your standards of excellence...

(Parvani:13)

We also looked closely at the meaning of two other criteria, “attempt to meet or even surpass your standards of excellence” (refer to Parvani:13) and “request opportunities to improve on your work” (refer to Parvani:15), and with each of these discussions she broadened her understanding further.

Parvani's growth in Capacity came from reflecting on the task. Like Shazia, she hadn't noticed the laptop (internet) and dictionary which I had left out for the participants to use during the S.A. task

(see Parvani:12). This, on reflection, helped her to recognise “the opportunities we have to check and different ways to check our work” (Parvani:18). By coming up against this broader definition of S.A., Parvani hit upon the realisation that people have different strengths with regard to S.A., and that while her own strength lies with spelling, others' strengths lie with shapes, or numbers, etc. The essence of S.A., then, is quite elusive, in that it takes on such different forms depending on the context, and the striver. The rigidity of the rubric did not cater for all of these forms. Parvani suggested that the rubric should include a criterion about striving for accuracy “in your own way” (Parvani:19). Parvani was able to recognise her Capacity in S.A., and perceived that our existing definition of the Habit was too rigid to allow room for different people's strengths.

Parvani mentioned that even though she had learned about HoM in the Junior School, this process had helped her to realise that “Habits of Mind can help us in many ways. I learned how to deal with problems and decisions when I'm confronted with them” (Parvani:22). This shows an increase in both Capacity and Value.

Thus, Parvani's extensive growth across four of the Dimensions is clear to see.

Nadia developed an increased understanding of S.A. in her teacher interview, which enabled her to improve her Capacity. She reflected in her follow-up interview that she had applied these strategies to her examinations, and was pleased with her resulting successes. This speaks of Commitment, Alertness and Value.

Nadia refined her sense of Meaning through a critical analysis of the criteria on the rubric. She was not sure how she could have “request[ed] opportunities to improve upon work” when she hadn't even been able to finish the task. I had left the criterion out when I assessed her. When she queried this, I explained that I hadn't been sure it was applicable. This provided a useful opportunity to analyse this criterion.

- T:** Did you think there was an opportunity to request to improve on your work?
Nadia: No. Because I was busy there and then she was busy here so we couldn't really, ask a lot of questions cos we needed to finish it and *then* we should have asked, but then I didn't get to finish it.
T: Ok, so maybe that's not applicable?
Nadia: Yes.
T: Alright.

(Nadia:18)

Nadia and I also spoke about how time pressure can interfere with one's ability to strive for accuracy - “If I have to rush, then I wouldn't really strive for accuracy – that wouldn't be what I

would think of” (Nadia:21). I pointed out that in pressurised situations like examinations, pressure and accuracy can be difficult to balance. We turned to the rubric to see if there was something which needed to change in order to include strategies for striving for accuracy under pressure. Nadia suggested that it might be better to “not worry about the time, and, just, read it over and over, and then even if you don't finish it, it's fine – at least you know that you strived for accuracy. Rather than just rushing it and getting them wrong” (Nadia:22).

However, I wasn't convinced that the answer to this paradox lay in *either* being thorough *or* in getting tasks finished. I focused on the criterion “Always approach a task with a clear head”¹³. Perhaps the solution was more about alleviating panic than about having more time? Clarifying exactly what this criterion meant would help us to understand how to deal with panic in a situation like this. Each of us had a suggestion (Nadia drew from what had worked for her during the task), which Nadia then combined into a strategy for clearing one's head.

- T:** So maybe there's strategies for clearing your head, like just 'keep breathing' or 'breathe deeply'
- Nadia:** Ja. Maybe, um, just 'read the instructions' – 'cos that's what helped me: I read the instructions again then I said “ok, now I know what to do, now I can get straight to the task and do everything that I'm required of doing and then I did everything, and, um, that's what gave me focus, and, not like looking in different directions like, daydreaming, (laughs).
- T:** Mmmm.
- Nadia:** **So, you just need to read the task over and then, take a deep breath and then start.**

(Nadia:23. Emphasis added.)

I found the above to be an exciting demonstration of learning collaboratively about the Habits through discussion of the nuances of the criterion. It also showed Nadia using her learning about Meaning to create a new strategy for herself, demonstrating clear growth in both Meaning and Capacity.

In her follow-up interview, Nadia mentioned that she had been inspired to apply S.A. strategies to her other assessment tasks in school - “If I have a task...I would use what I've learned from you to apply it” (Nadia:14). She described how S.A. had changed her approach to examinations: “When I said something in my paper I would go back and read it, and see where I got that answer from” (Nadia:15). This shows that Nadia was developing her sense of Alertness, engaging in S.A. without prompting; it also shows that she had a clear sense of the Habit's Value. Furthermore, her self-directed application of her skills shows increased Commitment.

For Nadia, Meaning and Capacity were developed through discussion in her teacher interview,

13 This criterion was added by Nadia and her partner when we went through the rubric before the S.A. task.

which empowered her to apply these strategies to new situations (Alertness and Commitment). The success she enjoyed as a result of this validated her sense of the Habit's Value.

4.5 Taking Responsible Risks

Participants from all groups showed growth in T.R.R., but only Carmen, Rebecca and Andrea were able to grow in three, four and five dimensions respectively. Carmen, Rebecca and Andrea were all in Group C, who did their teacher interviews in this Session.

4.5.1 Minimal growth: Meaning only

Parvani and Ayesha experienced growth in the Meaning of T.R.R.. Parvani found that her concept of T.R.R. had been broadened after the assessment meeting, to include emotional aspects not covered by the rubric: “I think I would add a box for self-confidence and trust because in order to take a risk you have to think about what you do and how you feel about it.” (Parvani:21). Ayesha reflected that she “learned that it's ok to take risks and you learn from them even when they are mistakes” (Ayesha:19). Although the participants had completed a worksheet in class on the role of mistakes in risk-taking, Ayesha mentioned it here as learning, so the assessment meeting enabled her to consolidate this idea.

4.5.2 Growth in Commitment only:

Shazia stated in her teacher interview that the rubrics she had received (i.e. her 'marks') were “not how I want them to be right now” (Shazia:19). Even though Shazia's growth is restricted to only one dimension, the dimension of Commitment is quite an advanced level of learning.

4.5.3 Building on Capacity: Alertness, Value and Commitment:

Carmen, Andrea and Rebecca experienced deep learning (in three or more dimensions) about T.R.R..

Carmen grew noticeably in Meaning through her teacher interview. She explored the definition of “responsible”, and reflected on the role of trust in risk-taking. This indicates careful reflection on the Meaning of this Habit. She also mentioned at the end of her interview that she felt she should consider more carefully which risks to take, and which not to take, categorising these risks as “important” and “not so important” (Carmen:8). Although she did not elaborate on these definitions, it was clear that she was starting to consider Alertness with regard to risk-taking.

By analysing her grades of achievement, Carmen was able to understand more clearly how the rubric related to reality. She seemed to have a fairly clear idea how others' assessments had been arrived at.

Ok the next one was “Accept confusion, uncertainty and the risk of failing as necessary, challenging and rewarding” and, you marked “often” and both me and Andrea marked “sometimes”...I think the reason Andrea marked me “sometimes” was because when I first told her about my presenting, I was really scared of failing, so maybe she took that into consideration, that I was still scared of failing’ – so, “sometimes”.

(Carmen:11)

Above, Carmen puts into words the definition of “sometimes” with regard to the criterion in question. Clarifying this broadened her understanding of the criterion.

Carmen also distinguished between a “responsible” risk, and 'just a risk'. She reflected at the end of her interview, “I think I always took risks – they weren't always that responsible...I just took them, just cos it may be fun to do” (Carmen:8). Learning this left such a lasting impact that she recalled the thought in her follow-up interview almost four months later: “Taking Responsible Risks helped me to better take risks... I took risks, but I didn't take them responsibly, so now I know” (Carmen:9).

Linked to Carmen's learning about “responsible” risks, she also examined the role of trust in risk-taking. She questioned how much trust much might be appropriate, and how to know whom to trust. These questions sit right at the heart of T.R.R. and speak to the dimension of Alertness.

I feel so safe with myself that I know I won't do anything wrong, but if I put myself in an environment that's not safe, it might not be my doing. Like for example, I mean, if I went to a party and there were drugs there, I know I wouldn't do any drugs, but, putting myself in that environment there might be other people that would and potentially harm me.

(Carmen:4)

Carmen also wondered about which risks are worth taking – “I can start thinking of what risks are important to take and what aren't so important to take, and not take all of them” (Carmen:8). This further indicates her thinking about Alertness with regard to this Habit.

Carmen felt that she still had a way to go with Capacity: “I don't usually plan...sometimes I just kind of make myself say that the pros are more than the cons, so, I don't think it's very good planning” (Carmen:12), but her growth in the dimensions of Meaning and Alertness are clear, and she shows the beginnings of the self-evaluation required for Commitment.

Andrea noted growth in Meaning, Alertness and Value. She contemplated the Meaning of T.R.R.

carefully, questioning the distinction between similar criteria on the rubric, and recognising the tension between knowing when to give up versus “not allowing mistakes to prevent one from trying again”. This also showed her developing a sense of Alertness. She reflected on her caution regarding risk-taking, and commented at the end of the interview that she should strive to take bolder risks in future, which shows her developing a sense of the Value of the Habit.

Andrea queried the difference between two criteria on the rubric which she felt were too similar – “they're slightly different but they pretty much mean the same thing” (Andrea:14). The criteria were “familiarise yourself with the circumstances of the challenge or decision to be made” and “plan and think carefully before taking risks in any situation”. She thought they could simply be combined. I then explained what I perceived the difference between them to be, and although Andrea did not contribute much of her own opinion to this, she listened actively, and offered a paraphrase of what I was saying, which indicated her understanding.

- T:** The one has more to do with, uhm, the actual risk, and the other has to do with the outcomes. I mean if I think about like buying a house, you want to familiarise yourself with, how much money do I have to spend, what area am I looking in, what's this area like, what facilities are near it...
- Andrea:** Ja
- T:** And *then* think about, well, *if* I do that, I might go broke, or I might – you know what I mean?
- Andrea:** Ja.
- T:** Ja, so I agree that they're very similar, and maybe that makes it difficult to assess in, fairly trivial circumstances like today
- Andrea:** Ja. I think they're good if for – separate – if it is like a big decision, but I think if it's something like today then I don't really think that it's necessary for them to be separate
- (Andrea:14)

Through this interaction, Andrea's understanding of the two criteria on the rubric was clarified.

Contemplating when, and when not to, take a risk enabled Andrea to develop both Meaning and Alertness. She noted that one has to learn to recognise when to give up; however, she reflected that she, generally, perseveres. In her mind, she “often” met this criterion, when the criterion was appropriate (which was *sometimes*). I marked her “sometimes”, because I picked up on her hesitation to commit to risks.

- Andrea:** And then for “don't allow mistakes to prevent you from trying again” I got one “sometimes” and two “oftens”, and I got an “often” from me and Carmen, and you gave me a sometimes.
- T:** Mmm-hmm?
- Andrea:** Aand, well I think, well I put “often” because I find that with myself, if I do make a mistake, I want to continue until I get it right.
- ...
- T:** Right, but you choose the risks that you are going to take quite carefully? So you

know “I failed at this but I *can* do it better” - I *can* do it.
Andrea: Ja, like if I know that what I've done is like, quite impossible, or I know that it just, it doesn't work for me, then I won't do it again because...Or maybe I just don't enjoy it. But if it's something that I do quite enjoy and I've made a mistake, or I haven't done it well, I will always try to do it again to get it right. Ja.
(Andrea:12)

It was perhaps the interaction above which led Andrea to reflect that she needed to challenge herself in future to take risks with more of a measure of uncertainty in the outcome. She suggested that there was “no point in trying something (only) if I know that I can do it” (Andrea:13). She reflected that if she attempted to accommodate more uncertainty in her risk-taking, she might surprise herself by being “able to do it”. This considered acceptance of uncertainty is the essence of T.R.R., and it was clear that the Meaning and Value of the Habit had expanded for her throughout the course of the teacher interview.

Like Carmen, Andrea reflected that she needed to work on her Capacity with this risk-taking: “I don't always think about the benefits or negative consequences...I don't, like, weigh them against each other or anything like that” (Andrea:23. See also Andrea:24). However, she did show noticeable growth in Meaning, Alertness and Value.

Rebecca was able to generate deep insights and questions about T.R.R., which enabled her to experience growth in Meaning, Capacity and Alertness. She commented in her follow-up interview that “it's been very interesting to talk about it, and **find out more** about the different aspects of life, like taking risks” (Rebecca:20). Her critical reflection on the Meaning of T.R.R. also led her to contemplate important questions around Alertness. She noted afterwards that the process had enabled her to grow in Capacity as well.

Rebecca's growth in Meaning and Alertness came out of thorough reflections on her grades of achievement, and from contemplating the applicability of certain criteria.

Rebecca showed curiosity about my process of assessment when she noticed that I had placed a tick in the “not yet” column of the criterion “Be willing to accept new strategies, techniques, ideas and hypotheses”, and then scratched it out and ticked in the “sometimes” column. She queried whether my initial tick had been a mistake, or if I had subsequently changed my mind. This question opened a space for discussing this criterion. I explained that my ticking “not yet” was quite an emotionally-driven assessment, when she refused to even consider my dare of going outside and eating a handful of mud. I felt this showed very little adventurous spirit, and ticked “not yet”. However, then I reminded myself that she had also described a time when she *was* willing to try new things, so I

reconsidered my assessment and ticked the “sometimes” column.

T: I wanted you to be more willing to go and eat mud (Rebecca laughs) so that's why I said “Not yet”, and then I thought “no, but you were willing to try out for the House plays”, so, I don't think I could say that you're “not yet” willing.
Rebecca: Ja, I am
T: I think you do try new things. But not all new things.
Rebecca: But I could have been more willing to try and eat mud.
(Both laugh)

(Rebecca:22)

Rebecca indicates her understanding of my perspective in the extract above by putting my thoughts into her own words, showing an expanded sense of Meaning.

Rebecca thought very carefully about the role of Alertness in T.R.R.. She raised and explored three specific questions about when this Habit should or should not apply. First, she contemplated which risks are worth taking, and which aren't, and how does this change over time?

I do want to go bungee jumping, but not right now. Like, later on in life. Cos I do diving, but I don't like jumping off the big board, cos it's scary. So **I think I need to be able to get over that, before I can go bungee jumping**, cos I'll enjoy it more.

(Rebecca:16. Emphasis added)

In the example above, Rebecca shows an understanding of the need for a scaffolded approach to risk-taking; building up one's courage over time. This requires knowing *when* one is ready for bigger risks, which is a question of Alertness.

Second, she wondered when should one follow gut instinct and when should one listen to reason, when one gets conflicting messages from these? She noted that when she thinks about risks, she often “overthinks” (Rebecca:16). Learning when to trust reason and when to trust instinct is something she felt she needs to “learn to balance better” (Rebecca:16). I include here only an extract of our discussion on this point – refer to Rebecca:16 and Rebecca:18 for the full discussion.

Rebecca: So if you feel really bad about doing this risk, then...
T: That might be a reason to stop and think.
Rebecca: Ja, but then if you think you should think about it, and if you don't feel any better after you've thought about it, then rather don't do it.
T: Mmm.
Rebecca: Whereas, if you analyse them properly, if you think, “well, nothing too bad can come out of this, so I might as well just do it, and get it over with and say I've done it”, then, you rather just stop thinking there, cos, you might overthink
T: Right
Rebecca: And do it.
T: Ja, I think that's a very valid point, that, our instincts are, are very good indicators as to what we should do. Um, sometimes they're a bit irrational though.
Rebecca: Ja
T: So, they might, they might – it might just help to temper the instinct with a bit of reason every now and then.

Rebecca: Ja, cos it's difficult to decide whether you're just being paranoid. Cos if you trust your instinct – like, your gut – when it feels bad about something, then you'll never really do any risks, because you'll just feel bad about doing everything.
(Rebecca:18)

Thirdly, she considered when one should keep trying, and when one should give up. For Rebecca, “if you keep trying, and you're not good at something, then, it's not a good idea” (Rebecca:21). She spoke about a time when she had contemplated how she might know when to give up.

Last year we had this huge school play, and I didn't get a very good part in it. So I decided I'd try out for this year's play, and if I didn't get in, or if I did really badly in the audition, then I'll go and I'll try and improve my acting to see where I'm going wrong, and **if that's not working then I'll have to find something else** that I enjoy and I'm good at. Cos there's no point in trying if you're no good at it.

(Rebecca:21. Emphasis added. See also Rebecca:17)

The predicaments Rebecca identifies in the above examples have to do with when and when not to engage in the Habit. This shows clearly that while exploring the Meaning of T.R.R., Rebecca was also growing in the dimension of Alertness.

Finally, Rebecca noted at the end of her teacher interview that her Capacity had increased, and she had learned “**how to analyse** the risks I'm taking” (Rebecca:19. Emphasis added). Throughout her teacher interview, she had presented very thorough analyses of her risk-taking, and the ability to verbalise her conflicting thoughts in this regard may have helped her to feel more confident to analyse risks.

4.6 Conclusion

Almost all participants found that their understanding of each Habit had been expanded and deepened (Meaning), and that they had learned, practised or mastered strategies for the Habits (Capacity) through the process. Fewer of them noted gains in Alertness, Value and Commitment, but there were, nevertheless, instances of clear growth in these dimensions. Some participants noted gains across all five Dimensions of Growth. This shows the extensive learning which occurred as a result of this Dialogical Assessment process as a whole: including the assessment tasks, multiple assessors and in-depth reflections in various modes.

The dialogue with the teacher as part of the assessment process was pivotal in facilitating learning about specific Habits. It was consistently the participants who engaged in their teacher-interview whose learning extended to three dimensions of growth or more.

Foundational knowledge of the Habits, which was covered in class, was also a pre-condition for

deep learning in the assessment meetings. Participants' existing knowledge formed a platform from which misconceptions could be clarified and participants could start to think beyond the superficial definitions of a Habit, to recognise its contradictions, paradoxes and tensions.

Chapter 5: Data Presentation 2 – Aspects of Dialogical Assessment

5.1 Introduction

Jordan provided the insight that Dialogical Assessment utilises Th.I. strategies. Dialogical assessment entails bringing together multiple perspectives, and listening to and working with those perspectives. Chapter 5 describes what participants learned, or failed to learn, about assessment and themselves through reflecting on their marked rubrics.

Firstly, I look at incidents of participants learning to work with and question the assessment tools and the assessment tasks: being able to question these is a fundamental aspect of reflecting critically on the assessment process as a whole. Secondly, I explore the factors which prevented participants from trusting others' assessments completely. These include social and interpersonal influences on self- and peer-assessment, invalid claims arising from insufficient insight into the person being assessed, and differing perceptions on the role background knowledge should play in assessment of HoM. Thirdly, I outline participants' specific reactions to the grading of their three assessors. These include rejecting others' assessments if they did not understand them/felt the criterion or assessment to be flawed, or accepting and learning from others' perceptions. Fourthly, I outline what participants learned through their experiences about what makes for trustworthy assessment. This includes participants' more general insights about *how* to assess accurately, as well as discussing *who* should assess Habits of Mind. Fifth and finally, I discuss participants' changes in attitude to assessment in general as a result of their experiences with Dialogical Assessment.

The structuring of this chapter is designed to show Th.I. in assessment: We begin by ensuring that everyone is 'on the same page' (a shared understanding of the tools and techniques of assessment), before bringing together the perspectives of the various role-players. Then, we need to decide if any contributions are unreliable or invalid, and why. We can then begin engaging critically with contributions, i.e. challenging or rejecting them, exploring them, and learning from them. After this, we can reflect critically on the value of each role-players' contributions, and determine what makes such contributions accurate and trustworthy. Our experience of interdependent assessment leaves us changed, reoriented towards future assessments in which this process can be repeated.

5.2 Technical issues in assessment

In order to begin the dialogue about assessment, the criteria and assessment processes need to be “so transparent that students can learn to evaluate their own work in the same way that their teachers would” (Shepard, 2000, p.11). For assessment of HoM, it is also important that all parties understand and accept the assessment criteria (Costa and Kallick, 2000). Many participants queried aspects of the rubrics, or of assessment in general. Participants also learned that the rubrics and assessment tasks themselves are not above criticism or questioning. Rubrics and tasks frame reality in a particular way and are not without their limitations and inbuilt biases, as Gipps (1999) suggests.

5.2.1 Difficulties of working with rubrics

On the whole, the rubrics proved to be valuable assessment tools. They isolated the criteria for assessment, so that all three assessors focused on the same constructs (apart from cases in which the criteria were understood differently). Carmen, for instance, commented in her follow-up interview that “The rubric is very clear – you can easily say yes, or no” (Carmen:39). Rubric-based assessments also made comparing three assessments very easy.

However, many participants did experience some difficulty or confusion with the rubrics. Eight of the twelve participants responded to my invitation (in the reflection questions) to draw attention to difficulties or uncertainties which arose from engaging with the rubrics. I have divided their comments into three categories: firstly, difficulty determining the applicability of criteria; secondly, uncertainty regarding how to assess criteria which they felt were non-applicable; and thirdly, what it means when a tick falls between two grades of achievement on the rubric.

Three participants queried the applicability – or not – of criteria. Lesego asked why criteria are sometimes non-applicable; she wondered whether we could construct a rubric which could be applicable for all S.A. tasks: “If this rubric was supposed to represent everything that you do to strive for accuracy, why are the last two criteria not applicable?” (Lesego:27). Through discussion, she was able to understand that different circumstances require different approaches in order to strive for accuracy, which would, by definition, require different criteria (refer to Lesego:27).

Difficulties with the intrinsically relative nature of the words “sometimes” and “often” were revealed through discussion with Rebecca and Andrea. They both drew attention to the criterion “Don't allow mistakes to prevent you from trying again”, which they both considered to be only 'sometimes' applicable, and they spoke about how they had approached the assessment thereof.

Rebecca's self-assessment of "sometimes" meant *sometimes, because at other times the criterion does not apply*: "If you keep trying, and you're not good at something, then...you should rather stop and retry something else" (Rebecca:7). Andrea's self-assessment of "often" meant *often, when the criterion does apply*: "If I know that what I've done is like, quite impossible, or I know that...it doesn't work for me, then I won't do it again" (Andrea:12). Although Rebecca and Andrea understood this criterion in the same way, they still assessed it very differently. Reflective discussion is thus important for assessors to develop a common understanding of how to translate reality into the rubric.

Drishya, Alexa and Nadia noted that it is sometimes difficult to decide on a mark, and in such cases one might choose a 'safe' option of "often" or "sometimes". This is particularly true if one feels that the criterion is not actually applicable. Nadia felt that her partner, Alexa, opted out of the peer-assessment by placing all of her ticks in the "often" column. Nadia felt that this was because Alexa "didn't know what to say, so when you don't know what to say, you just say "often"" (Nadia:2). Nadia thus perceived "often" to be the safe option when one is undecided about a mark. Alexa seemed, on the whole, extremely uncomfortable with the role of assessor, and she assessed herself "sometimes" for a criterion which she thought was non-applicable (see Alexa:24). Drishya, too, struggled to assess criteria which she felt were not applicable: "For three of the criteria I wasn't really sure if it was like not applicable" (Drishya:5). She had assessed herself "often" for all three criteria, and was thus very confused about my assessment of "sometimes". It seemed that some participants would rather hide behind 'safe' assessments than query the criteria openly. Assessments, then, might not accurately reflect the assessor's perception of the assessed person. Rather, assessments sometimes reflect the assessor's perception of the criteria. Reflective discussion is necessary for such misunderstandings to be brought to light.

Ayesha and Jordan were confused when their assessor ticked on the boundary-line between two grades of achievement, and queried what this meant. Ayesha raised this during the teacher interview: "It's like, kind of in-between, so I wasn't sure where it was ticked" (Ayesha:23). Jordan noted in her self-reflection that she would like me "to please explain" the way I had assessed her for the criterion for which I had ticked on the boundary line (see Jordan:28).

If learners are to become active agents in their own assessment, they need to develop confidence with assessment tools; the examples above show this process in action. Participants' difficulties with rubrics could be addressed during their teacher interviews, so they could develop this confidence.

5.2.2 Questioning/thinking critically about assessment tasks and rubrics

Five of the participants – Shazia, Parvani, Carmen, Andrea and Alexa – discovered that the rubrics and assessment tasks themselves were open to questioning.

Shazia realised that she could question the rubric itself, rather than only querying her own actions in light of the rubric (See Shazia:20). Parvani realised that assessment itself had enhanced her understanding of the rubric, thus discovering that learning in Habits of Mind is a cyclical process of learning and assessment (see Parvani:27). Carmen voiced the concern that assessment tasks need to be reliable indicators of reality, and in order for this to be the case, repeated assessments, *or* thorough contextual knowledge of the person being assessed, would be required.

For example, when we were doing the risk-taking task, if you dared me to do something and I didn't do it, you only have that one option – she didn't do it, I have to mark that she didn't do it. But my peer knows, “no, but usually she always does this sort of thing”, so she would mark that I did do it. We learned in Science that you can't just test it once, you have to test it lots and lots of times, so you know that you're not getting a false answer just because of chance or coincidence.

(Carmen:37)

Carmen's concern is important to consider for the assessment of HoM: if time-constraints prevent repeated assessments, then self-assessment could balance out the effects of an incomplete and thus unreliable assessment. Inaccuracies such as this can also be ironed out through dialogue.

Andrea and Alexa made insightful critiques of the assessment tasks. Andrea noted that the discussion-based task to assess T.R.R. could have contributed to misconceptions about participants' abilities. She claimed that she seldom thought carefully about her risk-taking behaviour, but that since the assessment task directly *required* participants to reflect on their risks, Carmen, her peer, may have interpreted that Andrea does “often” think carefully about taking risks.

Andrea: I think Carmen gave me an “often” because, well, probably from today because, well we did talk about it quite a lot and think about it as a group

T: Right so in a sense the *exercise was* to plan

Andrea: Ja.

(Andrea:22)

This affected three of the criteria on the rubric (see Andrea:22).

Alexa felt that if the S.A. task had been restructured, she would have been better able to fulfil the criterion about asking for feedback and assistance. She felt that the two partners involved in the task should work together on proofreading one article, instead of each of them proofreading one and then coming together at the end. She had not finished the task due to the time-constraints, and her frustration at this fuelled her suggestion for restructuring the task. See Alexa:43 for the full

discussion.

The extracts quoted above illustrate that some participants were able to look critically at the assessment process itself. This is significant because in dialogical assessment, it is not only the grades of achievement which are up for discussion, but also the tools, tasks, and processes of assessment more generally.

5.3 *The threat of unreliable assessments*

It required the careful consideration of the assessment tools illustrated above for the various assessors' perspectives to be brought together in dialogue. However, in order to engage meaningfully with the perceptions of others, participants needed to trust their assessors' grading. This section presents the grounds on which others' perspectives were rejected as unreliable. Participants found it difficult to give full credence to their partners' – and even their own – assessments at times. Nevertheless, a common theme was that through practice, participants felt that they became better, more thoughtful and more honest assessors.

5.3.1 Participants' reasons not to trust the reliability of peer assessments

Participants gave three reasons to consider their peers' assessments unreliable. The first was that peers may not truly care about the assessment process. Nadia felt that her peer “wasn't paying attention to what I was doing” (Nadia:2), and noted carelessness and haste in Alexa's assessment of her: “Especially on the day we were going on half term, I think then she just was coming towards the end so she just went 'often, often often!' for everything!”. Nadia was thus quite dismissive of Alexa's assessment of her.

The second reason for this lack of trust was that peer assessment is constrained by social expectations of niceness. Peer assessment is a powerful social force, and some participants felt threatened or put off by the power to portray their peer in a negative light through grading their performance, and apparently preferred to opt out. Many participants pointed out that peer assessment is hampered by the social systems which govern interpersonal relationships in high school. The learners commented that they expected their peers to assess leniently, or that they themselves felt uncomfortable offering criticism to their peers. Seven participants spoke about this: Rebecca, Nadia and Jordan, and two sets of partners: Andrea and Carmen, and Ayesha and

Genevieve.

Rebecca mentioned that the lack of anonymity in assessment in this project made her “feel awkward in case I wasn't nice” (Rebecca:25) – it is easier to be honest when one's identity is withheld. Nadia also attributed Alexa's apparent aversion to assessing honestly to Alexa's desire not to come across as being “nasty” (Nadia:27). Jordan referred the interpersonal bias of peer assessment – “My peer is my good friend, and I know she didn't want to be harsh on me...” (Jordan:29) – to justify favouring teacher assessment: “A teacher would...give an honest opinion”.

Andrea noted that “you would, in a way, expect [your peer] to be nice to you” (Andrea:34). Andrea herself acted according to this expectation when assessing her peer, Carmen. Yet Carmen rejected Andrea's assessment as unhelpful because she did not learn from Andrea's more positive assessment of her. She felt that Andrea “was a bit too nice to me” (Carmen:5), and that Andrea had marked her “right for everything, when there are still some skills I need to work on” (Carmen:6).

Genevieve had a similar experience with her peer, Ayesha. Genevieve said, “[Ayesha] told me that she was being very kind” (Genevieve:18). Ayesha commented to me that she “feel[s] really bad to be critical” (Ayesha:24), and thus struggled greatly in her role as assessor, both of herself and of Genevieve. Genevieve found the lack of honesty in her peer's assessment unhelpful, and felt that Ayesha's assessment was “not a real assessment”. The notion of “not a real assessment” speaks to peer-assessment as a farce; a case of going through the motions with no genuine engagement with the rubric or with the person being assessed.

The third reason given for not trusting their peer assessments was that they can be hurtful if taken personally. Five participants noted that peer assessment can at times be hurtful, but that what matters most is the manner in which this criticism is *received*. If the person being assessed is open to honest feedback and chooses not to perceive others' assessments as a personal attack, then these assessments can be used for learning. Ayesha, Lesego, Nadia, Andrea and Genevieve mentioned this.

Ayesha commented that “sometimes peers can use [assessment] in a bad way and sort of criticise a person” (Ayesha:32). This is a disturbing point, and pertinent to the early years in high school when identities and relationships are especially unstable. However, she also noted that, “The [assessed] person shouldn't get offended if [peers] are being honest” (Ayesha:33). She mentioned *trust* as a

very important force in enabling assessment to be a constructive and identity-affirming exercise, rather than a weapon. Here Ayesha recognised that the key to the learning opportunity lies in the willingness to *take* the opportunity to learn. Lesego and Nadia made similar points. Lesego mentioned in her follow-up interview that she “took...feedback and started working on those things...I took it in a positive way, I didn't take it in a negative way” (Lesego:30). Nadia suggested that an unhelpful approach to criticism is to “take it...to heart” (Nadia:29), and that one should instead “take it [as] a learning experience”. Andrea also indicated a level of choice on the part of the person being assessed: “You could either take what they say as helpful, or you could take it as an insult” (Andrea:34).

Genevieve spoke about peer assessment being hurtful, but noted that,

If you have an open relationship, where you can be like 'Ja, I said this for you because this is what you did' and everything, then I think that would be more helpful because both of you understand what level you're on and what you're talking about, and you can listen to the other person's opinion and take it on board, and think about it and understand it.

(Genevieve:20)

Thus, with trust comes listening and understanding, which could facilitate learning and growing.

The scepticism which participants voiced regarding their peers' assessments of them must be borne in mind when considering how HoM should be assessed. It would appear that peer-assessment was quite a threatening force for these teenagers, both to give and to receive. However, some participants were able to recognise the choice either to be hurt by peer assessment, or to embrace the learning opportunities encoded therein.

5.3.2 Participants' reasons not to trust the reliability of self-assessment

Five participants – Carmen, Jordan, Genevieve, Ayesha and Rebecca – mentioned that they had struggled tremendously to feel comfortable assessing *themselves*.

Carmen and Jordan mentioned that they felt it was inappropriate to assess themselves highly, even when their instincts told them that a positive assessment would be more accurate. Carmen found herself second-guessing her assessment of herself frequently, caught between her gut instinct and feeling self-conscious about assessing herself too positively: “The first thing that comes to your mind is usually the right answer, but then you think 'wait, is that too nice, or...too little?' Then you change it.” (Carmen:29. See also Carmen:28). Jordan, too, found that it was “hard to assess yourself” (Jordan:22), as she also struggled to find the balance between being overly positive or

overly critical in her assessment of herself. She felt self-conscious about assessing herself positively at first: “I thought if I ticked it in “often” I would be thinking that I'm an amazing person...I just thought, I can't put everything in the “often” box...” (Jordan:21. See also Jordan:22). Interestingly, by the third session, both Carmen and Jordan felt significantly more confident about their ability to self-assess. Carmen completely disregarded her peer's and my assessment of her in favour of her own for T.R.R., and Jordan commented in her follow-up interview that she felt self-assessment would be the most accurate means of assessing Habits of Mind.

Genevieve noted how tempting it is to lie to oneself, “You know you didn't do something well but you'll just say you did it well” (Genevieve:9), particularly “if someone else is gonna look” at the assessment – “You don't want to admit to yourself that you were not as good as you hoped”. Lesego also described the temptation to lie to oneself: “We think about ourselves as the person we want to be, but then when you look at yourself you're actually not there yet, and you lie to yourself and tell yourself you are” (Lesego:9). Andrea mentioned that one cannot “always completely rely on your (own) opinion” (Andrea:7), because one might be blind to the truth of oneself, thinking one has “done something amazingly, when, actually, you haven't”.

Ayesha felt insecure as an assessor: to avoid criticising she preferred to assess both herself and her peer overly positively. In Session 2, she found that when she tried to compensate for this tendency she “was a bit harsh on myself” (Ayesha:26). She commented on her difficulties during her follow-up interview: “The first time I did it I was really lenient...And then you also think you're marking too leniently on yourself and then you go harder, so you have to find the balance” (Ayesha:27).

Rebecca (Rebecca:14) mentioned that one thing which had caused confusion for her when assessing herself was her background knowledge of herself, which at times contradicted what had come out of the assessment tasks themselves. I discuss Rebecca's struggle in more detail later, when discussing the role of background knowledge in the assessment of HoM.

Participants therefore felt insecure about evaluating their own performance. For some, this was due to the apparent taboo of overly-positive self-assessment. Others did not feel that they always had sufficient objectivity to make accurate observations about themselves. However, some felt that through repeated exposure to self-assessment, they became better assessors.

5.3.3 Practice makes better assessors

Five participants mentioned that over time, through practice, they had become better assessors:

more honest, more thoughtful, more confident in their own assessments. Genevieve, Carmen, Shazia, Rebecca and Andrea all spoke about this.

Genevieve mentioned in her follow-up interview that she felt that as a result of this process, “I’ll be more honest about self assessments and peer assessments” (Genevieve:19). Shazia noted that the experience of assessing had made her a better “judge of human behaviour” (Shazia:28). Rebecca felt that she had become a better assessor of her peer because “I’ve gotten to know them better since then, so it’s easier to assess them” (Rebecca:24). Andrea mentioned that “once you’ve done a couple [of self assessments], you know how to think about it” (Andrea:27). Self-assessment had therefore become more automatic for Andrea through repeated exposure.

Carmen, too, noted that her ability to self-assess had improved over the course of the sessions. I discuss Carmen’s progression as an assessor in some detail:

In the first and second sessions, Carmen was inclined to disregard her own assessment when she saw mine. Her answers in her self-reflection seemed to return frequently to her assessment of herself: “Now that I think about it more, I agree with my teacher’s marks more” (Carmen:22); “I think [the teachers’] marks are way more accurate than mine and my peer” (Carmen:23). See also Carmen:24 and Carmen:25. After the second session, her three rubrics were more similar to each other than before, but she reflected that she still assessed herself more harshly than she felt was accurate, because “I tried to be humble and not seem too arrogant” (Carmen:27). By the third session, Carmen favoured her assessment of herself over her peer’s and my assessment: “I think I’m leaning more towards my answer than yours and Andrea’s” (Carmen:4). This is a clear indication that she had grown in confidence as an assessor of herself. In her follow-up interview, Carmen reflected on her growth as an assessor, and that she was able now to assess herself positively when she felt this was accurate:

The first time it was a bit hard, because either I was overconfident or too nice, but as we progressed it got easier. I didn’t wanna say I got everything wrong when I really didn’t.
(Carmen:28)

Thus, although Costa and Kallick (2000) advise that peer and self-assessment should be the main modes of assessment for HoM, it is important to note that skills and confidence as an assessor take time and active teacher engagement to develop. Participants struggled to trust themselves and each other completely, and although many stated that with practice they became more comfortable as assessors, the social implications need to be carefully borne in mind when deciding on an assessment plan for HoM.

5.4 The threat of invalid assessment

Once we can be sure that others' assessments are a true representation of their honest perception, the question still remains whether their assessment is “valid”. This exposes a difficult question: when we assess Habits of Mind, are we assessing the thinking skills which are evident only in the slice of life shown by the assessment task, or should we also take into account evidence of these skills in the person's life more generally? If background knowledge is required for accurate assessment of HoM, how valid are the assessments by those who lack this level of insight into the person being assessed?

Four participants stated directly that background knowledge into the person being assessed is required for a valid assessment of HoM. Parvani, Ayesha, Rebecca and Carmen felt that assessment of HoM is made more accurate if the assessor has contextual knowledge of the person being assessed.

Parvani felt that one cannot “mark someone and say 'no, you're not good at this' if you haven't really been with them or you don't really understand what they're doing” (Parvani:34). Background knowledge thus enables one to more accurately interpret the person's actions. Ayesha mentioned this too, claiming in her follow-up interview, “We know each other better from doing these activities together, we know how to understand each other better” (Ayesha:35). Rebecca felt it was essential to be able to take background knowledge into account when assessing both herself and her peer. However, she did not know her peer well, and therefore lacked the background knowledge she felt she needed. This made her feel unjustified to offer critical feedback to her peer: “They know themselves better than you know them, so you can't really criticise them or praise them too much.” (Rebecca:24). Carmen's justification for including background knowledge into assessment was touched on earlier. She noted that better knowledge of the person being assessed counteracts the inbuilt unreliability of an assessment task which is not repeated. In order to ensure “fair testing”, having background knowledge of a person can alert you to results which are surprising, or out of kilter with a person's norm.

Although some participants seemed to consider background knowledge very important in the assessment of HoM, peers and teachers would not have access to the same level of insight into the individual. When evaluating a person's thinking behaviours, it seems natural that one should take into consideration a broader spectrum of evidence of these behaviours than can be generated in a contrived ten-minute exercise. Therefore, before an assessment plan for HoM can be put into place,

it must be clearly established what such assessments should include or exclude.

5.5 Patterns of acceptance or rejection of others' perceptions

Participants' reactions to similarities and differences in assessments were varied, and quite telling. In the section which follows I examine their reactions to sameness or difference across their three rubrics. In general, participants perceived sameness in assessment to be reassuring; they seemed to appreciate when others perceived them similarly to how they perceived themselves. When they encountered discrepancies between their three rubrics, some rejected others' assessments of them, while others accepted and learned from these discrepancies.

5.5.1 Responses to similarities between different assessors' grading

Sameness across assessments was usually linked to reassurance and certainty. Many participants clearly found similarities in assessment reassuring and motivating. This applied to both positive and negative assessments.

Andrea, Carmen, Jordan and Genevieve all perceived sameness in assessment to be reassuring and motivating. After Session 1, Andrea noted that she was “surprised at how different [the rubrics] were” (Andrea:1). Her reflection on the rubrics after Session 2 – “much better than last time, and there were more similarities between the rubrics” (Andrea:2) – indicated that she felt slightly more comfortable with similarities than differences. Carmen, too, found reassurance in similarities, as she reflected after the S.A. task, “I was very happy to see I got the same marks as the other 2” (Carmen:26). She also, after the T.R.R. task (Session 3), expressed pride and relief that “no-one had ticked in the “not yet” column” for any of the criteria (Carmen:10). Although the rubrics were quite different, all assessors seemed to agree that Carmen was certainly not “not yet” a risk-taker – something with which she identified herself. She therefore felt her identity affirmed by the similarities in assessment.

Jordan, too, felt that her identity and ability were affirmed through similarly-assessed criteria, reflecting, “You need this [skill] when you work in a group, and **I clearly have it**” (Jordan:19. Emphasis added). Genevieve found sameness across assessments motivating, and she was particularly driven to “get everything in 'often'” from all three assessors (Genevieve:1. See also Genevieve:2). Clearly she was aiming not only for success, but also for that success to be recognised by all assessors. Sameness, in this regard, would help her to be assured of her success.

For Shazia, Drishya, Ayesha, Nadia, Jordan and Rebecca, similarity in assessment was an indicator of “the truth”. Most participants noted the affirmation and certainty they felt when they had been assessed “often” by all three assessors.

Sameness in assessment helped Shazia to establish “the truth” about the assessment task and her ability to engage in the Habit of Mind.

- Shazia:** Um, ja, we all ticked that one
T: “Often”, huh?
Shazia: Yep. So ja. **I think I do** try new things a lot. And try different ways of doing things, to make it better. And, the fact that we all ticked it, kind of proves that in a way.
(Shazia:7. Emphasis added)

Other participants who associated similar positive assessments with certainty were Ayesha and Drishya. Ayesha noted that “If three people put down the same answer then it must be correct” (Ayesha:3). Drishya, too, used very affirming words to describe the significance which she attached to similarly-assessed criteria. “It's **proving** that it's **right**, in a way. Everyone agreed on the same points, which means it's **true**” (Drishya:1).

For Nadia, Jordan and Shazia, similarities in assessment allowed for a more confident and certain reflection on their own experiences of their respective assessment tasks. Nadia had been assessed “often” by all three assessors for the criterion “Experience / express dissatisfaction with incomplete or sloppy work”. When I asked her if she thought this was an accurate assessment, she reflected on the truth of her dissatisfaction: “when I didn't complete it...I was like “aahh!”” (Nadia:7). Jordan had been assessed “often” by all three assessors for the criterion “Build on other people's ideas”. When she reflected on what had happened in the task, it was with certainty in her tone and language: “Oh ja. That's the same in all three of them. So, I **really did** try to build on other people's ideas” (Jordan:12). Shazia was able to reflect with more confidence on the assessment task when similarly-assessed criteria reinforced her interpretation of what occurred. In the example below she matches up what happened during the assessment task with the “sometimes” she had received from all three assessors.

- Shazia:** Ummm, there's uh also, “plan and think carefully before taking risks in any situation” - um, we all ticked “sometimes”, um, because, in the risk that I presented, the first time, I didn't actually plan thoroughly about the pros and cons and things
T: Mm-hmm?
Shazia: And, (slowly) **although I didn't plan a lot, it's not like I didn't plan at all**, so we kind of picked that up as well.
(Shazia:8. Emphasis added. See also Shazia:9.)

However, it was not only for more positive assessments that participants felt reassured by sameness. Nadia reflected on her three rubrics for Session 1, for which she had been assessed on two criteria in the same way by all three assessors. One was assessed “often” by all three, and the other “sometimes”. Nadia stated, “all of us thought the same, so this makes it definite that this is how everyone feels, and this is the right one” (Nadia:8). Rebecca also reflected that more negatively assessed criteria would help her to be sure of “the things I know I need to improve” (Rebecca:3).

Sameness in assessment therefore enabled participants to develop a clearer sense of “the truth” about themselves, and about what had happened during the assessment tasks. This can be contrasted with participants' reactions when encountering discrepancies across their three assessments, which *disrupted* participants' sense of certainty.

5.5.2 Responses to discrepancies between different assessors' grading

When participants encountered perceptions of others which differed from their own, they reacted either by rejecting these differing perceptions or by adapting their own sense of truth to learn from others' assessments.

5.5.2.1 Rejecting others' grading

Assessors' grading was rejected for three main reasons. Firstly, as I have already shown, Andrea and Nadia rejected others' grading if they recognised a flaw in the criterion or assessment. The second basis for rejecting others' grading was when this grading contradicted participants' existing knowledge of themselves. Thirdly, some participants seemed to feel quite threatened by not being able to understand discrepancies between different assessors' grading, and rejected others' perceptions on these grounds.

Andrea, Jordan, Lesego, Carmen and Shazia all took background knowledge of themselves into account in their self-assessment. Andrea and Jordan were slightly more open to others' different perceptions of them, but Lesego, Carmen and Shazia rejected others' grading outright if they could not fit it into their existing conception of themselves.

When others' assessments of Andrea and Jordan differed from their own, they recognised that they had not communicated their thoughts or their insight into themselves clearly enough for external assessors to see. They recognised a degree of truth in others' assessments of them, but rejected these assessments because they were based on a limited perspective. Andrea was aware that her peer and

I did not have the insight into what she “normally” (Andrea:9) did, and that “maybe today I just didn't make that clear”. She recognised that she took some knowledge of herself for granted in her assessment, to which knowledge neither I nor her peer would have access. Jordan was also aware that an external assessor would not necessarily know what was going on inside her head – “...The teacher can't really tell because I planned in my head” (Jordan:23). This had led to a discrepancy between her assessment of herself and my assessment of her.

Other participants did not acknowledge truth in others' assessments of them; instead simply disregarding them as inaccurate. Lesego, Carmen and Shazia all did this. When Lesego could not accommodate others' perceptions in her idea of herself, she reflected, “sometimes I thought that Parvani's assessment of me wasn't fair, and...I blocked her judgment out” (Lesego:8). Carmen used her background knowledge of her own risk-taking behaviour to justify favouring her own assessment over her peer's or mine:

Well, the first one was “Strive as far as possible to create a safe environment”. And both you and my peer marked “often”, and I said “sometimes”. Um, sometimes I'm not that safe in what I do, I just do it cos I want to do it. So, I think I'm leaning more towards my answer than yours and Andrea's.

(Carmen:4)

Shazia repeatedly included background knowledge of herself in her assessment, by adding in details about the risk she had taken which details she had left out, or not described, during the actual assessment task. Her idea of the risk she had taken was far more complete than mine or her peer's was, and she took her own broader knowledge for granted.

Um, honestly I think, I think mine is more accurate than the other two rubrics. Because I didn't create a safe environment so, I think, “sometimes” is more accurate than “often”.

(Shazia:11. See also Shazia:12)

I made Shazia aware at one point in the teacher interview that her peer and I might not have access to the knowledge about herself which she took for granted, and she acknowledged this without changing her assessment.

Shazia: “Don't allow mistakes to prevent you from trying again”. Umm, when I judged that, I, I thought about how I'm not ready to go back into a dam – that's why I said “not yet”.

T: Ok, although you did *verbalise* that you would.

Shazia: I would, ja. I would, in future, but I kind of assessed *today*. You're right. I went for what I would do *now*, in the present.

(Shazia:14)

Thus, five out of the twelve participants drew from their background knowledge of themselves in their self-assessments, and rejected any grading which contradicted their perception of themselves. Others felt threatened when they did not understand assessors' grading, and rejected their

assessments. Shazia, Rebecca and Ayesha seemed to feel quite threatened when others' perceptions of them differed from their perceptions of themselves. It seemed that they felt so alienated by the differences that they perceived there to be more differences, or bigger differences, than there were in reality.

Diversity of perceptions unnerved Shazia, and clearly left a lasting impact on her. Her confusion and frustration were evident in her written responses to question “What are your first reactions to the rubrics?” both in her self reflection (Session 1) and peer interview notes (Session 2):

“The rubric I completed by myself and the one that my peer gave me are very similar but the teacher's rubric is very different. I'm not sure which one is right and am very confused about my actual results.” (Session 1)

(Shazia:2)

“They are not the same.” (Session 2)

(Shazia:3)

Notice the shortness of Shazia's answer in Session 2. This was a noticeable trend for her: on the whole, her written reflections after Session 2 were significantly shorter and less in depth than her reflections on Session 1. Refer to Shazia:4/5 for another example of this. Her abrupt answers in the second session suggested to me that she was losing patience with the process, and frustrated because she couldn't find a logical explanation for the differences between the rubrics. She confirmed this in her teacher interview (Session 3), reflecting, “I just can't figure out...how three people can assess it *so* differently...cos, it's just the same thing that everyone's watching, or listening to” (Shazia:6). Shazia's preference for similarity could well be the reason that, at the beginning of the Teacher Interview (Session 3), she felt quite isolated from her peer and from me, claiming that those two rubrics were more similar to each other than either of them was to hers: “The one that was assessed by my peer and my teacher are much more similar than the one that I assessed myself” (Shazia:10).¹⁴ However, while going through the similarities in the grading of the three rubrics, she discovered that the rubrics were actually more similar than she had initially perceived: she had completed her own rubric with very large ticks, and her rubric therefore looked quite different from the others. When she took the time to have a closer look, she was surprised: “Oh – there's actually quite a lot similar here!” (Shazia:27). Perhaps she had become accustomed to noticing how different the rubrics were and this in part discouraged her from inspecting the rubrics closely enough to notice the similarities.

Shazia did not engage with my differing perspective on her performance in the T.R.R. task when I

¹⁴ Strictly speaking, Shazia was correct: out of 10 criteria, her own assessment agreed with mine on 5 criteria, and with her peer's on 5 criteria. Her peer's and my rubric agreed on 7 criteria. One criterion was assessed differently by everyone. Yet Session 3 produced Shazia's highest percentage of agreement between the rubrics: 65%, as compared with 55% for Session 1 and 44% for Session 2.

offered justifications for my assessments (refer to Shazia:13, in which she changes the subject immediately after I justify my assessment). However, later in the interview she did express a desire to understand her peer's assessment – “I don't know how she marked that. That's what I would ask her” (Shazia:29). Perhaps she felt the need to understand the discrepancies, even if that did not lead to her changing her own perspective. Shazia seemed reluctant to learn from others' perspectives, preferring to disregard them, even if she did understand them. The differences in perception which she had encountered through this process left a lasting impact, and when I asked her in her follow-up interview what she had learned from this process, she answered, “Most of the time the marks were very different with the three people” (Shazia:30).

In Rebecca's teacher interview (Session 3), she, like Shazia, initially perceived that “your [rubric] and Shazia's are more similar” (Rebecca:1). However, when I asked her what she thought the differentiating factor was between our two rubrics and hers, she realised that “Actually, they might not be that similar”, and that in fact, *her* rubric and *mine* seemed to have the most similarities. This may have been because, like Shazia, differences between her rubrics and the others were quite unsettling for her. After Session 1, she reflected that the rubrics “were all very different and **it surprised me**. I thought they would all see me like I see myself” (Rebecca:2. Emphasis added). Conversely, as mentioned before, when she encountered sameness in her assessments, “it made me feel **reassured...**” (Rebecca:3. Emphasis added).

Ayesha, too, seemed to get so caught up in the differences between the rubrics that she missed the criterion which had been similarly-assessed in all three: “In all three rubrics not all three of us marked anything the same. It is strange to see how differently all three of us marked” (Ayesha:2). As this reflection occurred within her self-reflection (Session 2), I could not prompt her to look more closely at the rubrics to notice what she had missed.

Participants who struggled to understand others' assessments of them often felt threatened by the differences, and, in the case of Shazia, Rebecca and Ayesha, this led to a distorted initial reading of the rubrics. Participants were unable to learn from perspectives which they could not accept, as Shazia's story most clearly illustrates. However, when participants were open to the perspectives of others, they were able to adapt their own perspectives and thus learned a great deal in their reflections.

5.5.2.2 Learning from others' grading

Through exposure to differing perceptions, many participants came to understand themselves

differently, or more broadly. Participants who engaged openly with others' grading of them were often able to learn about both the Habits and themselves. The former has been dealt with in Part One, so here I focus only on the learning about self. By comparing the various assessments they received, five participants came to understand themselves in a new way.

Carmen, Genevieve and Drishya all experienced a broadening of their existing perspectives by being open to the views of others. They were able to broaden their existing perspective to include the views of others.

Carmen came to understand the importance of “think[ing] of yourself as someone else seeing you” (Carmen:29), and she mentioned that encountering three different assessments of herself had made her “really think about what I was putting down” in her self-assessments (Carmen:21). Genevieve commented on the tension between “how I thought I was and how other people thought I was” (Genevieve:22), and noted that feedback from others helped her to ascertain “if how I think I was or acted was how I came across”.

Drishya engaged enthusiastically with others' perspectives in her teacher interview (Session 1) – so much so that her tendency was to question her own perceptions of herself when she compared her grading with her peer's and mine. This resulted in confusion for her:

Well, when I think about it, I agree with some of the things that Jordan has said but some of them I don't agree with. Like, um, I didn't really ask for others' opinions, you know, but, I see that you also said that I did, **so maybe I just forgot that I did, or maybe I was being a bit modest, I don't know.**

(Drishya:2. Emphasis added. See also Drishya:3, Drishya:4 and Drishya:5)

In the extract above, Drishya verbalises that she disagrees slightly with her peer's and my assessment of her, but because her peer and I agree, she feels compelled to say her own assessment might be wrong. However, she can't really justify this, and lands up confused.

After she encountered positive feedback from me on the criterion “stay focused on the goal or task” (see Drishya:6), she began enthusiastically to investigate differing assessments and to reflect deeply on potential causes of the discrepancies. Drishya took the lead in the conversation, considering the differing perspectives, reflecting again on the assessment task and discovering that perhaps she overlooked aspects of the task in her own assessment. She became increasingly enthusiastic about re-evaluating her perspective. I have included just a sample of her monologue here; refer to Drishya:7 for the full reflection.

I did think that I might have in one place, or two places, interrupted a person, but I did say that I did put others before myself. And **so did Jordan**. And um, **I see that you said “sometimes”**, but I, **if I think about it now**, I did interrupt, like, at least two or three times, and I didn't put down a paperclip, I just said like, “no but what if” - you know?

(Drishya:7. Emphasis added.)

There were three criteria, pertaining to including others in the group, for which Drishya could not understand my assessment of her without my input. We did discuss these (see Drishya:8), and by the end of the interview she had a much broader perception of herself in relation to Th.I.: “I think I should think before I say something. And be a bit more patient. Like, I mustn't just jump into it, I mustn't say “No but what?” while somebody else is talking...I should think about what I say before I speak” (Drishya:9. See also Drishya:10).

Through openness to learning from others' perceptions Carmen, Genevieve and Drishya gained the ability to perceive themselves in a different way. It takes courage to admit that one's perception of oneself may not be accurate or complete, but the most productive response to discrepancies in assessment judgements is to consider all perspectives equally, without prejudice. For these participants, having the courage to learn from others paid off.

Jordan and Parvani were also open to learning from the perspectives of others, and their resulting growth in self-esteem was significant.

Jordan was able to see herself in an entirely new way through engaging with the discrepancies. She summed up her transformed self-perception in her follow-up interview as “There's more good in me than what I see bad” (Jordan:1). It was very clear to see this idea developing for her over time. In her teacher interview after Session 1, she was pleased to report that generally, her peer and I had assessed her more positively than she had assessed herself:

Jordan: Umm, my first reactions is that I'm hard on myself, because I looked at [my rubric] compared to what other people see from me, and I put a lot of ticks in the “sometimes” box, and other people put a lot in the “often” box.

T: And what does that make you think or feel?

Jordan: That I need to be easier on myself, and I need to accept myself for who I am.

(Jordan:3)

She experienced similar affirmation when all three assessors marked her “often” – “For the first three on the goal or task, I got all three ticks in the often box” (Jordan:6). This clearly left a lasting impact on her, as she recalled the feeling almost five months later in her follow-up interview: “I remember once I got ticked in the “often” box for all three, so I thought that was really nice for me to feel proud of and stuff” (Jordan:7. See also Jordan:8).

Jordan's growth in self-esteem through the teacher interview was noticeable. After her initial surprise that others' perceptions of her were so positive, I made it clear that I thought there were some aspects of the task in which she had excelled. She listened to and accepted my praise.

T: What really struck me, was, when Ayesha brought up the torch, and it was right, you celebrated - "Yay, I got it right!", but you didn't say "Ah, guys, you didn't even listen to me!". You weren't *critical* of them. So you were very humble in your acceptance of the fact that, that's just the way the group moves.

Jordan: Ja

T: So, I think you did *extremely* well there

Jordan: Thank you

(Jordan:4)

For whatever reason, she did not mention in the teacher interview that there were some instances of me having assessed her lower than she assessed herself:

T: Alright. And you say that in general, the differences are that you are stricter than the other two assessing you. Is there anything that doesn't fit that pattern? Where you've maybe been – given yourself, uh, "often", and someone else hasn't?

Jordan: Mm, I don't think so. I can't see, if I look at them, but...No, I don't think so.

(Jordan:5)

Perhaps she did not want to bring them up in case of the potential negative feedback she might receive, after so much esteem-building positive feedback. Or perhaps, in a similar way to Shazia, Rebecca and Ayesha, she was too caught up in the positive trend to notice the negative exceptions.

Despite a very affirming teacher interview, Jordan's perception of herself had shifted only slightly by the second session, and she still found that she had assessed herself much more harshly than her peer or me: "I'm so much harder on myself than what other people see in me. My peer put 6 ticks in the often boxes and my teacher put 3 and I put 2" (Jordan:9). However, by the third session, she seemed quite excited and surprised to report that she felt she was less harsh on herself, and that as a result the rubrics were more similar: "I used to mark myself very harshly; now it is the same as my peer marks me...I am not as harsh on myself as I used to be" (Jordan:10).

In her follow-up interview, she described how her perception of herself changed through the process of reflecting on others' assessments of her: "The first time we ever did the rubric, I was really harsh on myself, 'cos I didn't want to feel like, "ok, let's just tick everything in 'often'" (Jordan:2). However, through repeated exposure to others' more positive assessments of her, the perception of herself that she "felt in herself" changed (Jordan:2), because she noticed that even when she stayed true to this, her assessment of herself became more similar to her peer's more positive assessment of her.

Parvani, too, showed a tendency to be quite hard on herself. She was eager to learn from her peer in her peer interview (Session 1) – “I asked my peer about “Ask other people for feedback on your own ideas, and for their opinions”. She said “not yet” – the reason was I didn't ask if the group agrees or thinks it was a good idea. I agree as I wasn't always aware of what I say...” (Parvani:16). She felt she had a lot to learn from others' assessments about how to improve herself: “You can look at [other's assessments] and see how you can improve yourself” (Parvani:1. See also Parvani:2 and Parvani:3). However, in fact, both her peer and I had fairly consistently marked her more *positively*. Below is an extract from the beginning of the teacher interview, when we were discussing the criteria which had been assessed differently. Notice how many negative phrases she uses.

- T:** Ok. Mmm-hmm? This one interests me. Both of you have said “not yet” when it comes to “establish standards of excellence”, but I've said “sometimes”, which is interesting.
- Parvani:** (pause – 2s) Well, I know that I **didn't** refer to the rubric when I was going through the task. ...Um, what were we aiming to do at the end of it was to complete the crossword, but I **don't think**...I said “not yet” for that cos we, we obviously **didn't** and we **didn't**, um, manage our time properly, and ja.
- (Parvani:4. Emphasis added)

To try to help her to understand her achievements more objectively, I then presented my own, more positive perspective with an almost disproportionate number of affirming statements.

- T:** **You read it and you thought** “Hmm, that doesn't look right”, so **you established** what was correct, and then **you went** “Hmm, not right – you see!”
- Parvani:** Ok
- T:** So **you did do that. You were able** to refer to *correct* things, to to help you work through it.
- Parvani:** Um, I I didn't, think of it that way, also, so I think that's why, another reason um, we both might have said “not yet”.

This clearly helped Parvani to see that “I need to be a bit more easy on myself, and look at things from different views...” (Parvani:7. See also Parvani:5 and Parvani:6)

However, similar to Jordan, in the following session Parvani was “surprised” (Parvani:41) that her perception of herself was still “much more strict or harsh” than others'. In her follow-up interview Parvani spoke about the profound impact of seeing more positive perspectives on herself: “I...learned to develop self-confidence and trust...I usually mark myself hard, so when I back myself up and say 'I actually have done this and I can do this', I came to a realisation about my capabilities” (Parvani:42. See also Parvani:8).

Apart from the significant growth in self-esteem, Parvani seemed to have an ability to hold other people's perceptions at a distance, claiming, “I believe that everyone has their own opinion, and

ways that they think someone has done something...”(Parvani:17). However, as shown above, she also engaged deeply with others' perspectives in both her teacher interview and her peer interview. She felt a need to understand others' assessments of her, but was also able to distance herself from them. Keeping all of these options open, but distancing herself from them as “others' opinions” put her in the powerful position to choose her own identity.

Bringing together multiple assessments therefore provided valuable learning opportunities for the participants. In order to facilitate such learning, however, they needed to be able to trust the perspectives of their peer and themselves, which took time and practice. Some participants rejected others' perceptions for various reasons, including feeling threatened by them. However, participants experienced valuable learning opportunities when they were open to learning from others' perspectives. It is important to acknowledge the role that assessment can play in the facilitation of identity-development, and in pupils' construction of self-esteem. Assessment is a delicate and complex phenomenon, and by the end of this process participants seemed to have learned valuable insights from the discussions about the feedback they had received.

5.6 What makes assessment trustworthy?

Over the course of the assessment meetings, participants developed a good understanding regarding what is required for good, accurate and fair assessment. In this section, I first present participants' observations about what it is that makes assessment accurate or inaccurate. Being involved in their own assessment seemed to enable them to grow in their own assessment authority. Second, I discuss participants' experiences of their three assessors, in order of trustworthiness. Few participants fully trusted peer assessment, while self-assessment was generally more trusted. Teacher assessment was, on the whole, considered very trustworthy. The most trusted method seemed to be assessment from multiple assessors, which a number of participants came to trust.

5.6.1 What makes for good / accurate assessment?

Participants learned not only what makes assessment accurate, but also what makes assessment inaccurate (the opposite of which would therefore be accurate assessment). Nadia, Parvani, Ayesha and Drishya mentioned what they thought makes assessment *inaccurate*:

Nadia reflected on her own assessment being less accurate than mine because she “was in a rush so just said “Ok, often”, but then, on your one, I think you took your time, and you were watching all of us” (Nadia:30). Parvani listed a number of factors which made the assessment inaccurate, and

which she associated predominantly with peer assessment:

Sometimes I think they might **not always understand** the situation correctly, or [they might] **misinterpret** it, and sometimes their marking might not be reliable cos they **don't really know what to say** for a specific part of it. They may have **doubts** or be **confused** about what they [the criteria] are asking and how to relate it to the person's actions". This could be caused by **not paying attention**, or if you **don't know the person well enough** to actually understand and see what they're doing correctly.

(Parvani:25. Emphasis added)

Ayesha and Drishya also mentioned that not paying careful enough attention during the task might make for inaccuracies in peer and/or self-assessment. Ayesha noted that one should "pay attention to what the person's saying" (Ayesha:28), because "if you miss a point, and then you just sort of try to think back, then maybe you'll sort of miss it. That's not very accurate". Drishya had experienced this: "I didn't know whether to tick something or not because I never concentrated. After doing a task, I would find it difficult to reflect back on it" (Drishya:21).

Thus, participants recognised that inaccuracies in assessment arise from: rushing; insufficient insight into the situation, criteria or person being assessed; not paying attention; and marking in retrospect. These are valuable insights, borne out of experience and reflection, about what to avoid in order to aim for more accurate assessment.

Five participants discovered factors which make assessment more *accurate*:

Andrea commented that more similar, and more accurate, assessments from various assessors will occur if "we...understand all the parts of [the Habit] in the same way because we've all gone through it" (Andrea:17). She also felt that insight into the person being assessed will help the assessor to interpret actions and words more accurately: "we've also spent more time with each other, which means that you know how the other person works, and the kind of person they are". She noted that if she were partnered with someone whom she knew very well, they would be able to interpret each other's words and behaviour more accurately "because we're really close and we work in the same way, so then you know what they're doing and how they do it" (Andrea:18). As was explored earlier, Parvani, Carmen and Ayesha all made similar claims about the importance of having background knowledge about the person being assessed, in order for the assessment to be accurate (see Parvani:34; Carmen:37 and Ayesha:35). Shazia felt that assessment must be "impartial" in order to be accurate (see Shazia:18).

It is significant that participants learned what makes for accurate assessment; this empowered them to become better assessors. It is significant how many participants felt that insight into a person

beyond the moment of assessment is a pre-requisite for accuracy in the assessment of HoM. This brings us to the question of *whom* participants considered to be the most trustworthy assessor. Participants reflected critically on their experiences of the three assessors to answer this question.

5.6.2 Who is the most trustworthy assessor of Habits of Mind?

Participants varied in their opinions on who would be the best person to assess Habits of Mind. Many felt that teacher assessment was the most trustworthy, but others argued strongly *for* peer- or self-assessment, or against teacher assessment. Some noted strengths or shortcomings in all three. Alexa, for instance, felt that nobody had enough insight to assess Habits of Mind – not even her – (see Alexa:23). Here I outline participants' critical reflections on their assessors, ordered from least to most trustworthy.

5.6.2.1 Least trustworthy: peer-assessment

Peer assessment received mixed reviews from the participants. Only Carmen was in favour of peer assessment above teacher assessment. She noted that peers “know a lot more about you than the teacher does” (Carmen:36), and therefore understand one in relation to the wider context of one's life. Teachers, she felt, have a very limited understanding of learners, as all they see of a learner is “from a classroom perspective”.

Rebecca, Nadia and Parvani did not feel that they could trust peer assessment completely. Rebecca claimed that peers *lack* access to the background knowledge on a person which is necessary for an assessment of that person to be accurate. When asked in her teacher interview (Session 3) if she would like to ask her peer-assessor anything, Rebecca commented that her peer didn't know her thoroughly enough to make an accurate assessment of her: “I know a whole lot of other things I did...whereas she doesn't, so then she could have been more critical” (Rebecca:9).

Nadia progressively lost faith in the value of peer-assessment throughout the course of the project. Her partner's erratic assessment of her left her at a loss: “I don't think the peer assessment was that useful” (Nadia:6). Parvani noticed that it was quite difficult to assess her partner while engaging, herself, with the assessment task. She felt that not being able to pay close attention to her partner's performance could lead to inaccuracies in assessment: “Umm, I'm not exactly sure about my partner. Um, I wasn't really sure what she did cos I was, mainly focused on myself...” (Parvani:11).

Peers might have insight into the person being assessed, although perhaps not enough insight.

Participants also noted that peers are also prone to losing focus or not giving the assessment task enough attention. Recall, also, the social reasons which participants identified for not trusting their peer's assessment. It would seem that according to the participants, peer assessment is certainly not trustworthy on its own.

5.6.2.2 More trustworthy: self-assessment

Self assessment was generally considered by the participants to be more trustworthy than peer-assessment: some even considered it the most trustworthy of all. Many participants spoke about valuable learning opportunities created by self assessment. Some participants, though, recognised that self-assessment can be biased, which decreases its trustworthiness.

Jordan mentioned that she felt that self-assessment would be the most accurate, “because it's your own body and your own mind and you can think about yourself more accurately. You are yourself every day, and you can be yourself every day, so you can tick the right boxes” (Jordan:26). For Carmen (in Session 3), the self-assessment was more valuable for learning than was the assessment from her teacher or peer. When I asked Carmen to reflect on how she had gone about the T.R.R. task, she reflected on the things for which *she* had assessed *herself* “sometimes”: planning, and striving to make her environments safer. Her peer's and my assessments of her had been much more positive, but through the act of assessing herself, she recognised the aspects of T.R.R. which she needed to work on.

I think, I should probably plan more...it's better to be safe, so I should probably plan more...And then I think, I'm going to try make my environments more safe...

(Carmen:13-14)

It wasn't her teacher's and peer's assessments that had helped her to identify these areas in which she needed to improve, it was through the act of assessing herself that she had identified these for herself.

Parvani, Ayesha and Genevieve also recognised self-assessment as a valuable tool for learning, understanding themselves better, and monitoring their own progress. For Parvani, “The self-assessment kinda helped me to see what I thought I was doing and how I could improve to reach my goals” (Parvani:3). Ayesha said that self-assessment is “important because it's good for next time, when you can apply what you've done this time to what you're going to do” (Ayesha:29). Genevieve noted that when assessing oneself, “you will actually think more about what you've done. That makes you pay more attention to why or how you do things than you did before”.

However, Genevieve also commented that self-assessment tends to be quite limited in terms of its accuracy, “because you might be completely wrong” (Genevieve:8). Andrea noted this as well, stating, “You can't always completely rely on your opinion, because sometimes you might think that you've done something amazingly, when, actually, you haven't” (Andrea:7). Others' opinions could therefore balance out bias in self-perception.

A strength that participants identified in self-assessment is therefore that it provided a means of self-reflection, which could be very useful to learn from for future tasks. However, lack of objectivity was a concern; participants felt that they might not see themselves as clearly as others saw them. The social and interpersonal factors which make self-assessment difficult have also been explored above, although it would seem that, with practice, participants did feel increasingly comfortable as assessors. Self-assessment is therefore important for its link to learning, but also not wholly trustworthy, according to participants.

5.6.2.3 High trustworthiness: teacher-assessment

Rebecca, Ayesha, Drishya, Genevieve, Nadia, Lesego, Carmen and Shazia felt teacher assessment to be the most trustworthy assessment. However, Andrea and Parvani presented strong arguments against teacher assessment.

Rebecca disregarded her peer's assessment of her, claiming that her peer lacked adequate insight into her. I pointed out that I also had no more insight into her than what I had seen during that session's task, and she mentioned that “It also has to do with age – you're more wise” (Rebecca:10). She returned to this thought in her follow-up interview: “It's good to get the view of someone older than you, and with more experience. So someone sees things differently to how you or your friend would because they're a different age group” (Rebecca:23). Ayesha and Drishya both showed a tendency to yield to my assessment even if they did not fully understand it. Ayesha, in her Self Reflection after Session 2, claimed I had assessed her “...the most accurately” (Ayesha:39), even though in the same reflection she expressed surprise at the degree of difference between the rubrics she had received (see Ayesha:4). It was unclear on what basis she decided that my assessment of her was most accurate. In her follow-up interview, she claimed, “[Teachers] are always marking work, so they...know better than us how to mark it, so it would be more accurate” (Ayesha:38).

Drishya seemed to yield to my assessments before she understood where I was coming from. There were two criteria from Session 1 which particularly confused Drishya, which she had felt were 'non-applicable', and had marked “often” for her self-assessment. The criteria in question were:

Th.I. Rubric			
	Often	Sometimes	Not yet
6. Be aware of those in the group who seem hesitant to contribute, or who cannot seem to get a word in, and actively and deliberately involve them in group discussions			
7. Take responsibility for monitoring the equality of all members' participation (all members in the group need to take this responsibility)			

Table 5: Extract from the Thinking Interdependently rubric

In her teacher interview following this session, Drishya did not directly state that she disagreed with my assessment of “sometimes” for these two criteria. In fact, she broached the topic with an *apparent agreement* with my assessment, claiming that my rubric made “more sense” (Drishya:5) to her. She then contradicted herself when she voiced her own, differing, opinion: “I wasn't really sure if [these criteria] were like not applicable, because I felt that we all did make an effort to say something”. Of course, if all members of the group had made an effort to say something, then criteria #6 and #7 would be non-applicable, as Drishya said. So, it is unlikely that my assessments of “sometimes” for these criteria made “more sense” to her. When I offered her an opportunity to ask me a question about my assessment, she asked me about criteria #6 and #7, suggesting that my assessment did not really make sense to her. A second example of Drishya yielding to teacher-assessment occurred in Session 2, as she reflected in her peer interview notes: “I think that my partner and I had similar decisions on the rubric. **My teacher's marking, when I read through it, was very fair, and I fully agreed** with her” (Drishya:4. Emphasis added).

In her follow-up interview, Drishya commented that teachers' knowledge of not only the subject but also of the learners, as well as their better concentration, makes them better assessors.

Teachers are more knowledgeable than us, cos, ja they are teachers! And they learn about us, they get to know us better, and when you assess yourself and the teacher assesses you, I feel like the teachers concentrate more on the criteria.

(Drishya:19)

Genevieve reflected after the third session that she “...consider[s] the teacher's marking to be the right thing so I feel I marked myself wrong or maybe too harshly” (Genevieve:26). For this task, I had assessed Genevieve consistently higher than both she and her peer had. Perhaps she expected my marking to be more critical, and when she found I had assessed her more positively, she realised that her own standards were too high.

Nadia felt that teachers' assessment is more accurate because “I'm sure the teacher would concentrate more on what you're doing than other people” (Nadia:32). For Lesego, teachers' assessment authority was automatic: “they're the head, they're the boss and everything, and they're

always right” (Lesego:31). She also mentioned that teachers have wisdom that comes with age.

Carmen and Shazia also gave teacher assessment the most significance, which was something of a contradiction, as they had both spent the majority of their teacher interview favouring their own self-assessments over mine or their peer's. Nevertheless, they both favoured teacher assessment when I asked them. Carmen felt that teacher assessment “is more of an accurate portrayal...You knew what you were talking about, and, it was your project so you knew how to mark it properly” (Carmen:32). Shazia felt that teacher assessment “is slightly more impartial than a peer assessment...The results aren't as accurate if you're not impartial” (Shazia:18).

Certainly, teacher assessment received more favourable reviews than peer- and self-assessment; however, there were those who indicated that teacher assessment alone is incomplete:

Andrea was so open to differing perspectives that she did not interrogate others' perspectives or seek resolution. In her follow-up interview, she seemed to sum up this ambivalence with two fairly contradictory statements about teacher assessment. First, she commented that teachers' assessment “might seem like a distorted version of what you would think...’cos they're not always *right there*, so I think sometimes that might not be accurate” (Andrea:32). However, she contradicted this when she stated, “for the most part they [teachers] seem to be right” (Andrea:33). She did not elaborate on this contradiction. Parvani noted that teachers' perspectives can be quite limited: “Sometimes a teacher will only mark from a teacher's perspective, not necessarily understanding how they did [the task], or why” (Parvani:33).

Participants associated teacher assessment with accuracy for a number of reasons, including age; experience with assessment; teachers' superior knowledge; better concentration on the assessment task; impartiality or even simply by virtue of being 'teachers'. However, Andrea and Parvani pointed out that even a teacher's perspective is limited, and that teachers do not always fully understand where learners are coming from. This is an important point with regard to HoM, which seems to require a good deal of personal insight into the person being assessed. Therefore, the best way to balance out the strengths and weaknesses inherent in all three assessments seems to be to combine them – an approach which many participants came to value.

5.6.2.4 Most trustworthy: multiple perspectives

Nadia, Carmen, Parvani, Drishya, Genevieve and Andrea came to appreciate the value of multiple perspectives to compensate for the shortcomings of single assessments.

Nadia came to understand that bias is almost inevitable, in self-assessment especially, and that assessments from a variety of perspectives are needed in order to counteract this.

- Nadia:** If you have three [assessments], then you know, “ok, this is the truth” and you just have to accept it and you just have to write it – and do better in what you have been marked.
- T:** So, you're saying if there's three different types of assessment, the chances of finding the truth is –
- Nadia:** Better.

(Nadia:28)

Carmen understood that different assessors bring different perceptions which might all be valuable: “that's why you need people who see [someone] in different environments” (Carmen:36). Parvani started to understand through her teacher interview that others' more positive assessments of her might be able to teach her something about how to perceive her own performance differently.

I marked myself with a lot of “not yet's” and when I look at the other two rubrics it's [the “not yet's” are] not as much as I thought I did, so, I could've seen myself doing it from a different way...

(Parvani:6)

Drishya clearly found it very valuable to hear “a second opinion” on herself (Drishya:13), and Ayesha said that multiple assessments make assessment “less biased” (Ayesha:31). Genevieve, too, mentioned that “it's really important to have more than one source of feedback, so you can see how people see you from all points of view” (Genevieve:7). She also felt that self-assessment alone might be completely inaccurate.

Andrea explained that everyone has different experiences of the world which colour our outlooks, and that “even if you've had shared experiences, you always will have different experiences” (Andrea:8), making for an almost irreconcilable array of differences in perspective. She felt that assessment authority has less to do with accuracy, or rightness, and more to do with *situated perceptions* - “They are all accurate” (Andrea:29), because they are “just how different people see the situation” (Andrea:30). Andrea's position echoes Hay's (2008, p.134) comment that “The shared meaning, or interpretation, of a student's work is an **accepted** one rather than an **accurate** one” (emphasis added).

Costa noted (in Costa and Kallick, 2000) that Habits of Mind would best be self-assessed or peer-assessed, and yet the majority of the participants found the teacher's assessment to be the most trustworthy, based on the teacher's experience with assessment and with the content being assessed. However, strengths and weaknesses were identified in the assessments from all three assessors – self, peer and teacher. Self assessment is good in that participants have more insight into

themselves; however, they lack the ability to see themselves clearly. Peers have the objectivity of an external assessor, but they are susceptible to providing distorted assessments due to interpersonal forces interfering with their ability to be honest. Teachers can see learners quite objectively, and are skilled assessors, but they lack personal insight into learners.

Thus, it would seem that none of these assessments offers a complete picture alone. Many participants, however, appreciated an array of assessments from which an “accurate” assessment could be distilled. This way, the strengths of each could compensate for the weaknesses of the others.

This study therefore sparked a reconceptualization of assessment for many of the participants, through the experience of being role-players in their own assessments, and learning to balance their perspectives with those of others. They noted that this changed their attitudes and approaches to assessment generally.

5.7 The impact of dialogical assessment on learners

Eight participants noted that, as a result of this project, their attitudes and approaches to assessments in general have changed. Only for Alexa has this change been a negative one, (see Chapter 7). Four of the participants – Carmen, Jordan, Shazia and Drishya – felt that their attitude had not changed as a result of this project. They mentioned that the project had been too spread out to have a definitive impact on their approach to their work, or that they struggled to apply what they had learned from this HoM-specific project to their academic subjects. However, the remaining seven participants testified to meaningful shifts in their attitude or approach to assessments.

Ayesha, Rebecca, Andrea, Genevieve, Parvani, Nadia and Lesego found themselves more curious, more involved, more honest, or more willing to approach their teachers with questions, thereby opening the door to dialogue.

Ayesha learned that assessment itself can be a learning opportunity. She claimed that the process of assessment had helped her “to understand Striving for Accuracy because reading over the rubric and actually testing myself has made me understand much better than I did before” (Ayesha:20). Rebecca learned to be more critical of one-sidedness – “If I think I'm absolutely sure of something, I hear something in the back of my mind going, 'wait, are other people absolutely sure of this?' So then I can just check myself” (Rebecca:4). Andrea, too, became more self-reflexive – “I learned to

analyse a bit more what I do” (Andrea:26). Genevieve came to appreciate the need for honesty in assessment. She mentioned that in future, when she is required to assess, she will “be more honest” (Genevieve:19) as a result of this study. Parvani learned not to feel threatened by assessment, but took reassurance from learning that “there are many ways to take it” (Parvani:40). Nadia noted that as a result of her experiences in the assessment tasks, she now “check[s] her work properly” (Nadia:33) – she has therefore become more self-directed and self-evaluative in her work.

By becoming more curious about their own assessments, and more thoughtful in their assessments of themselves and others, these participants took on some of the authority of their own assessment. Only if learners are empowered in this way can assessment authority be shared. This, then, speaks to the redefinition of power relationships within the classroom which is at the heart of formative assessment. This will be the focus of the next chapter.

5.8 Conclusion

The process of dialogical assessment requires critical consideration of the tools of the assessment, and careful negotiations of each other's ideas and perceptions. Reasons which might make assessment tasks or others' perceptions unreliable or invalid need to be ruled out before learners can take others' perceptions seriously. This must happen in order for participants to learn from others' assessments of them, otherwise they are likely to find grounds on which to dismiss these assessments. As learners become more empowered with assessment skills, they become better able to share the authority over assessment. When this can happen, assessment can be made more trustworthy through the practice of multiple assessments, or Interdependent Thinking.

In Chapter 9 I explore how Dialogical Assessment was instrumental in equalising power relations between the participants and me, to enable honest communication and therefore meaningful learning.

Chapter 6: Data Presentation 3 – Shifts in teacher-learner Authority Relationships

6.1 Introduction

Participants tended to favour teacher assessment above self- and peer-assessment. Shepard (2000) and Gipps (1999) both emphasise authority relations in assessment. Shepard (2000, p.10) notes the need to “redistribute power and establish more collaborative relationships with students”. Gipps (1999, p.24) notes that this does not mean that the teacher relinquishes power, but that the relationship between teacher and pupil becomes one of “power *with* the pupil as opposed to power *over* the pupil”. So I re-analysed my data through the lens of authority relations and found that Dialogical Assessment breaks many of the power conventions of school assessment, and that gradual building of trust between teacher and learners is required for these rules to possibly begin to change.

When reflecting on why participants were hesitant to contribute to the dialogue, I excavated four 'rules' which seemed to constrain participants' interactions with me. Seven participants appeared at times to be bound by one or more of these rules, and thus were prevented from engaging in the teacher interview openly as role-players in their own assessment. The other five participants did not exhibit behaviours consistent with these rules. It is worth noting upfront that the examples I present below are the only instances of such avoidance behaviour which I noticed from approximately 8 hours of interview recordings in total, which suggests that although these rules were present, they were not pervasive, and not insurmountable.

First, I outline how these rules made participants feel unsafe to question me or voice their own opinions. I then explore how the creation of trust worked to equalise the power-relationships. I also explore moments in which participants seemed to become liberated from these rules, and realise greater power over their own assessment.

6.2 “Playing by the rules” in order to succeed

Seven participants seemed to have an internalised set of rules governing teacher-learner interactions, which prevented them from being completely true to themselves at moments in the

teacher interview. Instead, they were self-conscious and filtered out responses which might go against the rules. Below are the four rules I noticed, and examples of this guarded behaviour from Parvani, Ayesha, Andrea, Alexa, Genevieve, Carmen and Shazia.

6.2.1 Rule #1: Don't question the teacher

Both Parvani and Ayesha were extremely reluctant to confront me directly about my assessment of them, even though they clearly did not understand it.

Parvani began a statement in accusative (active) voice, but then restarted and phrased her idea in the passive voice instead: “Um, well I notice that **you, er, that I've been given**, um, a lot of different answers by each person” (Parvani:36. Emphasis added). Phrasing her sentence in the passive voice meant that she avoided coming3

across as though she was accusing me of anything, and thus, was not directly questioning my assessment. Similarly, she switched from referring to me in the second person (“you”) to the third person (“the teacher”) – “I didn't see things how you – the teacher – or my partner saw it” (Parvani:5), and “...The teacher said, “not yet”...” (Parvani:11. See also Parvani:12).

Ayesha, too, avoided questioning me directly by referring to me in the third person during the teacher interview: “With, like, **the teacher's** comments, **they were kind of like, they were kind of** different” (Ayesha:41. Emphasis added. See also Ayesha:11 and Ayesha:13). Note, as well, her hesitation about describing my assessment, as indicated by her false start. She finally settled on quite a neutral judgment about my assessment – “different” – to avoid questioning it directly.

6.2.2 Rule #2: Don't disagree with the teacher

In an attempt to avoid rocking the boat in the interview, Andrea and Alexa both masked disagreement as apparent agreement in order to hasten the end of a discussion and move on. Alexa and Genevieve also described the importance of appeasing teachers in order to find success.

I offered my justification to Andrea as to why I assessed her in a particular way for T.R.R.. She disagreed with the validity of my assessment, but was not completely sure how to say this. So, in response to my justification, she started reiterating her own idea, and then claimed to agree with me, before *immediately* changing the subject:

- T:** In a way I think, the reason I put “sometimes” was because, I felt as though, in some ways you depend quite heavily on other people to give you feedback....And, and I think, you maybe need to think more about yourself, and what you can do. Do you know what I'm saying?
- Andrea:** Ja.
- T:** I guess that's...
- Andrea:** I think also in a way what I thought was...it would affect how people thought of me, but that would also affect me in a way. **But, ja, I do agree with what you're saying. And then** for “don't allow mistakes to prevent you from trying again” I got one “sometimes” and two “oftens”, and I got an “often” from me and Carmen, and you gave me a sometimes.

(Andrea:10. Emphasis added.)

Andrea clearly did not want to continue discussing what she thought others might think of her, as she disagreed with my feedback, but she was not comfortable to disagree with me openly.

A similar incident occurred with Alexa. She challenged the way I had structured the S.A. task, and I responded by justifying why I had structured it the way I had. She attempted again to justify her opinion, but when I again countered this with a justification of my decision, she seemed to give up the debate. Her responses became short phrases of agreement (compared to the longer phrases with which she questioned the task), with which she seemed to want to close the discussion.

- T:** ...I felt that person might then take the lead, and do it all.
- Alexa:** Oh
- T:** Do you get what I'm saying?
- Alexa:** Mm-hmm?
- T:** And then leave nothing for the other person to do. So that's why I wanted to make both people responsible for something different. Uhm. (pause – 2s) Ja. If that addresses your point?
- (Alexa nods)

(Alexa:43)

Both Alexa and Genevieve also mentioned that in general, their approach to their school subjects was to get an idea of what the teacher wants and then produce exactly that. Alexa noted that this approach had scored her “*good* marks and everything, well full marks actually” (Alexa:44). Her approach for success in school was to avoid disagreeing with the teacher by producing exactly what the teacher wanted. Genevieve mentioned that in order to succeed in school, one needs at times simply to “play by the rules” (Genevieve:23).

6.2.3 Rule #3: Don't correct the teacher

Genevieve and Carmen both avoided correcting me, even when it was clear that such correction was warranted. Shazia was able to offer a correction on my assessment of her, but the way she hedged her correction in uncertainty indicated a very conscious attempt to avoid breaking the rules\ too overtly.

In Genevieve's teacher interview, I made a very obvious error (although it was not obvious to me at the time), mixing up the criterion which Genevieve and I were discussing with a different criterion. In the extract below, Genevieve hesitates after I make this mistake, and when I continue on to make a point, she verbalises that I am correct, although she clearly can see I am not!

- Genevieve:** And then, “listen to and accept feedback”, that was also the same for me and you, and also for Ayesha.
T: So everybody picked up on... “offering feedback with kindness and respect”?
Genevieve: Um
T: – I mean I think that says a lot.
Genevieve: Ja. (pause – 1.5s) I think it was that one.

(Genevieve:24)

In Carmen's teacher interview, she continually stuck with her own more negative assessment of herself, and rejected both her peer's and my more positive assessments of her. When I asked her if she would like to ask her peer anything about the way she had assessed, Carmen offered a correction of her peer's overly-positive assessment, “I think she was a bit too nice to me...She should have put some ticks in the “sometimes” box” (Carmen:5) However, when I asked if she would like to ask *me* anything about the way I had assessed, she avoided offering me any correction.

- T:** Ok. Would you like to ask me to explain anything?
Carmen: (pause – 3s) No. (pause – 3s)

(Carmen:7)

What was all the more surprising about this was that my assessment of Carmen was actually even more positive than her peer's assessment. Her pauses before and after saying “No” suggest that she contemplated her response quite carefully, weighing up rule #3 with her preference for her own assessment.

Shazia seemed to be able to rise above this rule to some extent, and she did offer a correction of my assessment of her. However, she hedged her correction cautiously to avoid being overly-confrontational.

- T:** Ok. Would you like to ask me anything about the way I've assessed?
Shazia: (pause 2s) Umm, (pause – 2s) honestly, not really, it's a bit, some of it is a bit – some of the “offens” should have been “sometimes”.

(Shazia:15)

Shazia's hesitations before and during her response show that she is carefully considering how to phrase her thoughts. She then says, “honestly, not really”, but she contradicts this to correct my assessment on her fourth attempt, after three false starts. This hedging clearly shows her discomfort about saying what she is saying.

6.2.4 Rule #4: Don't say anything the teacher might not like to hear

Participants made assumptions about what 'preferred' response was expected of them, and tended to avoid giving dis-preferred responses.

At one point in her teacher interview, Genevieve contradicted herself by agreeing with me. She voiced agreement with me before I had even had a chance to explain my differing perception, which suggests that her agreement was more an automatic manifestation of rule #4 than a genuine agreement with my perspective.

Genevieve: ...There weren't people who were hesitant to contribute, uumm, so, I couldn't involve them in anything...

T: Ok, in a way I must say I kind of disagree.

Genevieve: Mm?

T: I got the sense that sometimes Jordan wanted to say something but that people bulldozed her a little bit.

Genevieve: Ja, ja, I did as well

(Genevieve:25. Emphasis added.)

Carmen made use of humour as a defence mechanism during her teacher interview, which suggested that she was feeling uncomfortable:

T: Ok, so I have a bit of a blurb before we start.... (T goes through blurb)... If you're happy to proceed, then we'll get to the questions.
(pause)

Carmen: No. Just joking!
(both laugh)

T: (laughing) You *are* happy to proceed?

Carmen: (laughing) Ja!

(Carmen:30)

Through participants' words and behaviour during the teacher interviews, it was fairly clear to me that many of them seemed to understand their relationship to me within the confines of these unwritten rules of teacher-learner engagement. They avoided questioning me, disagreeing with me or correcting me (even when it was clear that their perspectives differed from mine), and they felt compelled to say the things they thought I wanted to hear. Naturally, such constraints prevented the participants from engaging with complete freedom in conversation with me, and the traditional power-relations thus maintained prevented them from being full role-players in the dialogical assessment.

6.3 Teacher working to establish trust

In order to create a space in which the participants felt comfortable to voice their honest thoughts

freely, trust needed to be established between myself and them. During the teacher interviews, I actively worked against the rules.

On three occasions in the teacher interviews, I overtly gave power to participants over their own assessment:

Shazia and I had assessed a particular criterion differently, and as we went through the rubrics in the teacher interview, I realised that her assessment was probably more accurate than mine, so I changed my assessment to match hers. This empowered her as an assessor.

- T:** I think, on reflection I would probably change [my assessment of her] that to a “sometimes”.
- Shazia:** Ja. Because, I didn't fully take responsibility for my mistake, but I did a little bit, because, I think in the back of my mind I knew he was gonna do something like that, and I just, I, I, I pushed it back and didn't listen to my, what-do-you-call-it, conscience, I don't know
- T:** I think, ja, I think you were quite accurate there.
- (Shazia:12)

It is interesting to note that the above interaction with Shazia occurred before she corrected my assessment of her (Shazia:15). Perhaps, in the above interaction, I gave her implicit permission to loosen her grip on the rules to an extent.

There were two criteria which I had left out when assessing Nadia, unsure of what to write. When she pointed these out during the teacher interview I consulted her on both of these criteria. Her assessment was therefore negotiated, and she was influential in deciding on her final assessment.

- Nadia:** And then, you left that one out...
- T:** Uh, “request opportunities to improve upon your work”. Yes, I did leave it out. Did you think there was an opportunity to request to improve on your work?
- Nadia:** No. (Nadia explains)
- ...
- T:** Ok, so maybe that's not applicable?
- Nadia:** Yes.
- T:** Alright.
- (Nadia:18. See also Nadia:20)

As shown above, Shazia and Nadia came to redefine the authority relationship between teacher and learner, learning that their own opinion holds authority in Dialogical Assessment. In Parvani's case, as I will show below, the turnaround is very clear, and she clearly felt liberated by her own empowerment.

I mentioned above that Parvani had been reluctant to engage with me directly during the teacher

interview, referring to me in the third person and avoiding discussing my assessment of her in the active voice. A potentially significant moment for Parvani occurred when, in her teacher interview, I hedged my justification as to why I had assessed in a particular way, aware that she might not share my viewpoint completely. In doing so, I implicitly gave her permission to disagree with me.

T: ...So, I don't think you are “not yet” attempting to meet or surpass your standards of excellence. **That's just my opinion.**
(Parvani:13. Emphasis added.)

Parvani placed a great deal of significance on teacher assessment before this project, mentioning in her follow-up interview that she generally felt “quite scared” (Parvani:39) when teachers assessed her, because she was worried about “doing the wrong thing”. However, she noticed that the relationship between her and me was somehow different (see Parvani:39). In her follow-up interview she was able to refer to me in the second person (breaking rule #1), *and* to offer me a suggestion as to how I could have better structured the tasks (breaking rule #3) when she said, “I'm not really sure what **you** take into consideration when **you** mark...**Maybe if you discussed your criteria for each sentence** that was on the rubric, after the task, to see how I did and what **you** were expecting me to do” (Parvani:31. Emphasis added). This shows that Parvani felt considerably more comfortable engaging in dialogue with me by the time of her follow-up interview.

Furthermore, Parvani came to realise through this process, “...I don't really have to be scared when I'm faced with an assessment, 'cos there are many ways to take it” (Parvani:40). She stated in her follow-up interview that she thought teachers' perspectives have intrinsic limitations – “Sometimes a teacher will only mark from a teacher's perspective, not necessarily understanding how they did it [the task], or why” (Parvani:33). This is a big change for Parvani: from feeling cowed into submission by teachers' assessments, to developing faith in alternative viewpoints which might contradict teachers' assessments, and understanding that a teacher's perspective is not necessarily the most accurate.

6.4 Participants describing comfort and/or confidence about interacting with teachers

Some participants' levels of confidence in interacting with me improved between their teacher interviews and their follow-up interviews, although the reason for this growth cannot be pinned down to any particular interaction in any of the sessions. Perhaps they came to understand the significance of their own perspectives through repeated exercises of reflecting on multiple rubrics, and by the time they got to their follow-up interviews, it seemed as though they were much less

nervous about engaging with me:

Ayesha initially mentioned that she was nervous in the teacher interview (Session 1), when I asked her if there was anything which she had disliked about the interview: “I’m just a little bit nervous” (Ayesha:42), clearly voicing her discomfort. However, a very positive change had occurred for her by the time she came for her follow-up interview, about five months later, when she mentioned that she has come to understand that “if you don’t quite understand what [teachers] are saying, you can look at it and try to understand it better, and you can always talk to that teacher and see how they got that answer and how you got that answer” (Ayesha:43). Thus, there was a clear shift in Ayesha’s concept of the teacher-learner power relationship, from being nervous about engaging in conversation with me, to understanding that teachers can and should be approached when she is uncertain.

Carmen used humour in her teacher-interview (Session 3), as shown above, but she was far more serious and sincere in her follow-up interview, which indicated that she felt more comfortable with me in the latter. This suggests that trust established through the teacher interview made her feel more at ease in her follow-up interview.

Drishya reflected at the end of the teacher interview that she trusted me and my promise of confidentiality, and this had helped her to enjoy the teacher interview.

It was nice, because I felt that I could say whatever I could, to you, and trust that you wouldn’t go blurt it out to any of the other teachers, for example, you know? So I enjoyed it.
(Drishya:20)

Carmen and Andrea both commented that they found the teacher interview valuable for the opportunity to talk through their thought-processes. They found they were able to clarify their own thoughts in the context of a dialogue:

...I think it’s better when you actually ask me the questions and I just talk about it, cos it’s so much easier for me to talk about it.
(Carmen:33. See also Carmen:34)

And,

Now, I can just talk and you’ll make sense of what I’m saying. But when I’m writing it down, it has to be like in correct sentences in a way, and, they have to like make orderly sense cos otherwise it’s just like a jumble of words on a piece of paper.
(Andrea:25)

Drishya’s expression of trust and Andrea and Carmen’s comment that the teacher interview was helpful indicate that they felt a measure of freedom in the teacher interview, despite the fact that the latter two did, at one point, ‘play by the rules’. A totally free and open relationship between teacher

and learner is therefore something which takes conscious effort to develop, and some learners may respond better to such efforts than others.

6.5 Conclusion

Participants, when unsure if they could trust me, allowed their behaviour to be governed by a set of rules for teacher-learner engagement. This did not happen throughout their interviews, but in moments I noticed them following these rules, rather than engaging openly and honestly. Certain moments during some participants' interviews enabled me to work actively to establish trust, and this seemed to have a positive impact on teacher-learner authority relationships.

These rules indicate underlying insecurities on the part of the learners about interacting with teachers. In order for Dialogical Assessment to be effective, teacher and learner both need the freedom to state their honest thoughts and feelings. If this does not happen, deep learning cannot take place.

Chapter Seven: Data Presentation 4 – Dialogical Assessment at its best and worst

7.1 Introduction

Chapter 7 presents the stories of Lesego and Alexa as the best examples of Dialogical Assessment producing extensive learning and learner-empowerment (in Lesego's case) or not at all (in Alexa's case). Key points of the two participants' experiences, as they described these experiences in their written and spoken reflections, will be presented to illustrate the potential, but not inevitable, power of Dialogical Assessment. I also explore some of the factors which might have led to the success of this approach in Lesego's case, but not in Alexa's case.

7.2 Alexa: Minimal impact of Dialogical Assessment on learning and trust

Alexa's journey is one of becoming increasingly closed to others' perceptions. Her Peer-Interview Notes after Session 1 indicated an attempt to answer the reflection questions as she felt she was expected to; however, over the next two sessions, Alexa's frustration with the process escalated until, by Session 3, the resentment in the tone of her reflections was palpable. In her follow-up interview, she confirmed that she had learned very little of value from this process, and that she felt that HoM is not something which can or should be assessed. Alexa's case thus illustrates Dialogical Assessment having minimal impact.

7.2.1 Learning about HoM / learning about self: reluctance to engage leads to lack of learning

Alexa commented in her follow-up interview that she had been quite negatively surprised, throughout the process, at the extent of the differences between the three rubrics she had received for each assessment task: “Everyone assesses very differently. It frustrates me a little” (Alexa:36). I suspect that Alexa's aversion to discrepancies between the grades of achievements on her rubrics arose from her deeply-entrenched sense of self, which was built from her experience of hearing others' perceptions of her. Her deeply-entrenched sense of herself was that she was misunderstood by everyone. She reacted quite defensively when others tried to define her, as she felt no-one truly knew or understood her: “People always think I'm very distracted...And I'm not. No-one believes

me!” (Alexa:21). She resented this label, and the synonyms 'unfocused' and 'spaced out' (Alexa:20), which she felt had become attached to her. Alexa's sense of self was, therefore, defined by *rejecting* others' misconceptions of her, and this is a noticeable trend in her reflections across the three sessions.

The only instance of Alexa being able to learn from someone else's perception of her occurs in her Peer Interview Notes, which she wrote after Assessment Meeting 1. She wrote down some positive feedback from her peer: “[My peer] said she put that I stayed focused the whole time as I kept putting new ideas down” (Alexa:5). Perhaps it was this unusually positive feedback about Alexa's ability to focus which enabled her to take constructive criticism from the exercise: “Most of the questions about thinking of others were quite a bad mark so **I need to work on that**” (Alexa:3, Emphasis added. See also Alexa:1; Alexa:6 and Alexa:15). From her four comments about what she felt she needed to work on as a result of the assessment and her peer interview, it seemed to me that she had tried hard to engage actively in the peer interview, and that she had consulted with and learned from her peer when the questions prompted her to do so. However, some of her answers indicated confusion and frustration: “I really didn't like the way the teacher marked as I didn't understand” (Alexa:13. See also Alexa:5, Alexa:7 and Alexa:11). This suggested that although her peer's positive feedback enabled her to learn from the exercise, she still felt quite threatened and insecure in the face of very different assessments of her ability.

Having said that, it was *usual* for Alexa to feel misunderstood. She explained at length in her teacher interview after Assessment Meeting 2 how little others were able to understand her. Despite this, she claimed, she was able to produce excellent work, much to everyone's surprise – “They would take a look at my report and then they would see I got really good marks. And they wouldn't understand why (laughs) because I seem so unfocused” (Alexa:20. See also Alexa:18 and Alexa 19). However, in the case of this project, she was not receiving the good 'marks' to which she was accustomed because it was her *process*, and not her *product*, which was being assessed. HoM speaks to *process*: a person's approach to work and life (Costa and Kallick, 2009). Alexa felt quite stumped that her process was being called into question, as she was used to this being overlooked. This compounded her existing frustration at being 'misunderstood', as she was unable to redeem herself by surprising everyone with her good marks. She also lacked the consolation, for herself, of good marks.

Thus, Alexa came into her teacher interview after Assessment Meeting 2 slightly unnerved and frustrated at having to grapple with others' perceptions of her. It seemed that she had no frame of

reference to reflect on rubrics which assessed process, as the extract from her interview below shows:

- T:** What are your first reactions to the three different rubrics?
Alexa: Well, I've seen that ours are like (pause – 3.5s) **uhhh, I dunno. Nothing, really. It's just, er, I can't really...**
T: It doesn't make you think anything really?
Alexa: Ja. Mmm.
T: Ok, let's look at the criteria on the rubrics where we all marked the same. What are your reactions to that?
Alexa: (pause – 2s) **Mmm (pause – 6s)** I think there's only this one, which is “asking others for feedback”.
T: Right – we all said “sometimes”.
Alexa: ...Ja, it's like...**what do you want me to – like what do you want to ask, or answer?**

(Alexa:34. Emphasis added)

As the extract above shows, Alexa was unsure of how to interpret the three different rubrics – it seemed as though she lacked the frame of reference with which to make sense of them and how they related to her performance.

Whilst in her Peer Interview Notes, only *some* of Alexa's responses suggested her frustration and confusion, her responses in the teacher interview indicated that she was becoming increasingly jaded. It was fairly clear that she was not interested in sharing authority over her own assessment, as she did not engage with me when I attempted to open discussion about her assessments. In the extract below, I identified and attempted to clarify a misconception of hers, but she barely engaged at all with my perspective. She considered a particular criterion non-applicable, but when questioned, it seemed she was confusing “non-applicable” criteria with criteria which were fulfilled by neither her nor her partner. In order to help demonstrate the criterion's applicability, I justified why I had marked “sometimes”:

- T:** I think you – I mean, you asked *me* for feedback, didn't you?...I remember there was something that you questioned me about....Um, so that was why I marked “sometimes”. You didn't ask *Nadia* for any feedback, so you didn't swap – you didn't say, “please won't you just check if there's any errors that you can spot here”.
Alexa: But she didn't kind of do that either
T: No
Alexa: So it was kinda like “not applicable”, that's why I thought that it was [not applicable].
T: I don't think it was not applicable; I think you both didn't use that resource that was open to you. Do you get what I'm saying?
Alexa: Ja.
T: So it *was* applicable, but you didn't utilise it, and maybe next time, unless you're in an exam, then it might be worth asking a friend to help you with something

(Alexa:24)

Alexa did not appear to learn from the discussion above, and she moved on to critique the applicability of the criterion generally, without engaging with my justification of why I felt it was applicable during the task. She also did not engage when I presented justifications for my assessments of other criteria, or readily justify her own assessment of herself. In the extract below, I suggest that I might need to consult with her about how she should be assessed, and open up a space for negotiating her assessment. Even then, she still does not engage. She brushes off my question with “Mm-hmmm” and then immediately changes the subject.

- T:** Mmmm, you said you [“often”] did make [the task] valuable for yourself. Ja, and I said “sometimes”. Maybe that's just because I didn't really have sufficient evidence to say “often”, but you did look like you were interacting with the task. You looked like you were interested... But – I guess – it certainly could be “often”, and I would need to consult with you about that. Was the task valuable?
- Alexa:** Mm-hmmm. (inaudible). And then, “check your work again and again”
(Alexa:27. See also Alexa:26)

Here is one further example of Alexa's lack of engagement: She struggled with the criterion “check your work over and over again”. She had gotten completely stuck in the exercise, checking one sentence or fact repeatedly, but that meant that she ended up not checking the whole article in the allocated time. However, she had assessed herself “often” for this criterion, whereas I had assessed her “sometimes”. I suggested that the rubric was flawed, but Alexa did not pursue this idea, and, again, did not really appear to learn anything from this conversation (see Alexa:28 for the full discussion).

- Alexa:** I always used to do this in an exam, I would answer a question and then I would go onto the next question, but then I'd still, in the back of my mind, I would *have to* figure out that first question, before I go onto anything else.
- T:** Mmm.
- Alexa:** So that's why I stayed on that dollars question and I just kept on researching it again and again and again, you see.
- T:** Ja. And that's something that this rubric, I think, maybe falls short in: in that it assumes you have lots of time.
- Alexa:** Ja
- T:** Right?
- Alexa:** Ja
- T:** So in an exam, you wouldn't necessarily be able to do all of these things...
- Alexa:** Ja.

(Alexa:28)

Alexa's lack of engagement in the interactions above is indicative of a lack of interest; for whatever reason, Alexa did not participate much in the discussions about aspects of the Habits or others' assessments, and it was this lack of engagement which caused Alexa not to learn anything from her teacher interview.

T: What have you learned from this process, if anything? (pause - 2s) And you can talk about this week, last week...

Alexa: (pause -)

T: Is there anything you've learned?

Alexa: (pause - 3s) Mmmmmmm. Not really.

(Alexa:46)

In fact, when I mentioned the teacher interview in her follow-up interview, she couldn't even remember the teacher interview at all:

T: For the teacher interview you got to engage with me, and maybe we got to address some of those differences

Alexa: I don't think we did that one.

T: No, we did, I remember!

Alexa: Oh.

T: It was after Striving for Accuracy.

Alexa: Ok....well....

T: Ok! Well it didn't leave a big impact?

Alexa: Nooo....

(Alexa:40)

She also noted that others' feedback to her in this process had not been valuable to her at all, because the subject matter of HoM is too personal, making feedback from others completely irrelevant: "This is more personal – it's the way you do things. So you can't really take feedback on this because it's your own kind of thing, and you can't really change yourself" (Alexa:39).

By Session 3, Alexa's outright rejection of others' ideas was evident in her answers to the self-reflection. She mentioned repeatedly that "...I don't think anyone has a clear understanding of me as a person yet" (Alexa:2. See also Alexa:4, Alexa:6, Alexa:8, and Alexa:10). She could not fathom being assessed by anyone other than herself on something so personal and contextual: "...I **hate that others mark you**. Only you should have to know how to take [risks] and if it was good or not" (Alexa:12. Emphasis added. See also Alexa:16). She had also come to completely reject the notion of assessing HoM: "I am not going to follow a rubric next time I take a risk or think about it too much" (Alexa:14. See also Alexa:23, in which she rejects the assessment of HoM).

Alexa's trajectory is quite clear when comparing her attitude at the beginning and at the end of the process. She did not understand the value of engaging in dialogue about her performance, and was indignant when she perceived that she was being judged by people who hardly knew her. This caused her not to engage meaningfully, in her teacher interview, with either the three different assessment rubrics she received, or with me. She did not seem to have a frame of reference from which to reflect on either her process, or the assessments she received, and her growing feelings of frustration and resentment prevented her from listening to or engaging meaningfully with others' ideas.

7.2.2 Shifting Authority Relationships: Erratic opinions and behaviour show Alexa's ambivalence

Assessment Authority

Alexa seemed to hold many contrasting ideas about assessment authority. In her follow-up interview she described that her approach to school was generally to get a clear sense of what the teacher wanted and then produce exactly that, thereby achieving excellent results. This was why she felt that in a process such as the one we had followed, “the teacher interview should go first, 'cos then **you get an idea of how she marks, and then you can kind of adjust yourself**...I always like to get *good* marks, well *full* marks actually.” (Alexa:44. Emphasis added). This suggests that she felt no desire to be included as a role player in her own assessment, apart from being privy to the assessment criteria. Alexa explained that her preferred approach would eradicate the need for reflection after the assessment, by eradicating confusion about the assessment “So then, when we got the stuff back we wouldn't go “Ah no but I think I did *this* and you marked *this*”...”. Alexa preferred to hand the assessment authority firmly over to the teacher; she felt that the confusing process of reflecting on the discrepancies between her own perspective and those of others was unnecessary.

In support of this idea, when I asked her to reflect on the benefits of teacher assessment, she replied that teachers “know what they're doing” (Alexa:45). However, I was well aware of the scepticism in her various reflections over the three sessions, and I asked her whether she felt this was true for HoM. At this, she voiced some uncertainty regarding the authority a teacher has over assessment. She said that for HoM, it is not “necessary to be marked by a teacher”, because “Habits of Mind is your own thing”, and teachers would lack the required insight to assess this. She stated, “I think people need to get to know you fully before they assess you on anything” (Alexa:36). She also noted that something as complex as HoM cannot be assessed in a contrived situation: “you can't just judge someone on a truth or dare game or something. You need to actually be there like when they bungee jump” (Alexa:35).

She had clearly become quite confused, through this process, about the extent of a teacher's authority, and commented that she had become wary of (any) assessment as a result of seeing how unnervingly different people's perceptions can be. “I don't want people to mark me now 'cos of what I've seen – people mark so negatively and they don't really have a clear perception of who I really am or anything” (Alexa:42). She felt teachers and peers lack sufficient insight into her to make accurate assessments. However, she also identified shortcomings in self-assessment. She commented that she felt very insecure about assessing herself, and did not “really know what to put” (Alexa:23): she felt confused as an assessor of herself.

Development of trust

Some of Alexa's words and actions showed that she felt comfortable to engage openly and honestly with me in her teacher interview, whilst at other times she seemed to be constrained by the unwritten rules described in Chapter 6.

Alexa seemed confident to question me and challenge the structuring of the assessment task – she was convinced that the task would have been better if the pair had proofread only one article together, rather than reading one each. She voiced this opinion fairly bluntly: “Or you could just do one” (See Alexa:43). She did not really engage with my reasoning for structuring the task the way I had chosen to do it; instead she reiterated her opinion and then withdrew. Nevertheless, she must have felt free to engage openly with me in the teacher interview because she was able to question the task (clearly breaking rule #1, “Don't question the teacher”), and question it again even after I had presented my reasoning (clearly breaking rule #2, “Don't disagree with the teacher”) and also offer her opinion on how I could have done things better (clearly breaking rule #3, “Don't correct the teacher”).

However, what is interesting is that she was, in some moments, constrained by rule #4, “Don't say anything the teacher might not like to hear”. When I asked her in her teacher interview (after Assessment Meeting 2) what she had learned from the process, she seemed to feel compelled to tell me what she thought I wanted to hear. Unable to do so honestly, she hesitated noticeably and tried to soften the blow of the truth:

- T:** What have you learned from this process, if anything? (pause - 2s) And you can talk about this week, last week...
- Alexa:** (pause -)
- T:** Is there anything you've learned?
- Alexa:** (pause - 3s) Mmmmmm. Not really
- T:** Ok.
- Alexa:** (loud laugh)
- T:** That's fine!
- Alexa:** Ja I di – I ha I haven't really...I'll probably realise I'll have learned something at like, the end of the year
- T:** Maybe
- Alexa:** But nothing...

(Alexa:46)

My original question in the extract above assumes that Alexa has learned something from the process. The option of not having learned anything is therefore an extremely dis-preferred response. Noticing her hesitation, I rephrase the question to give her the option of saying she did not learn anything. However, the negative response is still the dis-preferred response, and Alexa's hesitating and hedging (“Mmmmmm”) make it clear that she is treading carefully. I then reassure her that

what she has said is fine, but she still feels the need to offer me the preferred response (notice her false starts indicating her discomfort), saying that she probably just hasn't realised yet what she has learned. Her discomfort in this discussion makes it very clear that she does not want to say the 'wrong' thing to me.

Alexa was clearly aware of the unwritten rules of the traditional teacher-learner hierarchy, and although she was able to overcome some of these in order to question and challenge my ideas, as shown above, she still battled to engage in dialogue with me with the complete freedom required for meaningful learning.

For Alexa, then, the process was a confusing and frustrating one, as she felt insecure about having her process assessed, and she felt vulnerable as a result of the less-than-excellent marks which she received. This made her feel even more misunderstood than she was accustomed to feeling, and she rejected her peer's and my assessments of her as misconceptions. This made her unable to engage fully with the assessments from her peer and me, and thus she could not learn anything from the discrepancies between the various assessments of her. She was left questioning her existing faith in teachers' authority over assessment, but conflicted because she did not feel confident in her own ability as an assessor either. Dialogical Assessment failed, in this case, to generate learning opportunities, and it also failed to foster a more trusting relationship between teacher and learner. It could even have been a damaging experience in Alexa's case; this highlights that Dialogical Assessment needs to be approached with care and sensitivity to ensure that learners are not alienated through the process.

7.3 Lesego: Dialogical Assessment leads to extensive learning and greater trust

On the whole, while Alexa's story is one of becoming increasingly closed over time, Lesego's story is one of opening up to learning from others' perspectives. I suspect that this is linked to Lesego not taking the assessments she received personally. She claimed in her follow-up interview, "I took that feedback and started working on those things. I took it in a positive way, I didn't take it in a negative way" (Lesego:30), and did not even take her own assessment of herself to heart: "It's not like I judged myself, I *evaluated* myself" (Lesego:29). Lesego was open to receiving feedback on a cognitive level, and as such was able to accept it.

Lesego was absent for the first Assessment Meeting, so her first encounter with the process was

Assessment Meeting 2 (S.A.) after which she completed her teacher interview. After Session 3, she completed her self-reflection. As it turned out, she was also unable to attend Assessment Meeting 4, and her rubrics data could therefore not be counted in the statistical analysis. However, in the two sessions she did attend she was the best example of all concepts I have discussed in Chapters 4 – 8: learning about Habits of Mind; learning about assessment and self, and experiencing shift in her own assessment authority.

7.3.1 Shifting Authority Relationships: learning the importance of one's own voice in assessment

Lesego was initially surprised by the degree of difference between her three rubrics, as she expressed in her teacher interview. She observed, “There were only three people, and our minds are so different...” (Lesego:1). I suspect her surprise was linked to uncertainty regarding how to define herself in the face of three so different representations. From Lesego's comments in the teacher interview, I noticed that she tended to attempt to assimilate others' perceptions of her into her perception of herself. She was therefore taken aback when she realised how different others' perceptions can be not only from her own, but also from each other.

Lesego's inclination to assimilate others' labels and feedback into her own perception of herself was clear in the three ways she outlined herself during the teacher interview. First, she noted that “**on my report, they said** I'm very reserved” (Lesego:2. Emphasis added), and used this to justify why she had not asked others for feedback and correction in the S.A. task. Next, she called herself a “perfectionist” (Lesego:3), justifying why she got stuck on a particular aspect of the task and was unable to move on. Finally, she stated that she “works better under pressure” (Lesego:17), a conception of herself which had come from her Art teacher in her previous school (see Lesego:16). Lesego, therefore, was used to hearing and internalising others' perceptions of her, and this contributed to her ability to learn from the process (compare this with Alexa's natural tendency to reject others' perceptions).

However, the divergence of the gradings she received from others seemed to inspire her to re-assess her somewhat indiscriminate absorption of others' feedback. This led to a profound distillation of her sense of self against which she could now evaluate new feedback. She was even able to clarify her previously rather fluid sense of self without sealing herself off from the benefit of others' feedback. This is a remarkable achievement, and an affirmation of the potential of Dialogical Assessment to empower. She mentioned in her follow-up interview that she had been strongly influenced by others' assessments of her in this study – “I just marked what I thought other people

thought” (Lesego:10), but that over time she developed a stronger sense of herself, so that she could hear others' feedback and weigh this up against what she felt to be true, instead of changing her concept of self whenever she encountered feedback. This caused her to start “thinking, 'What would *Lesego* think and what would *she* mark?’” (Lesego:10). This shows that she became more comfortable as a role-player in her own assessment as the study progressed. She was able, in her follow-up interview, to identify shortcomings in being assessed by others (“What if that person doesn't even know you?” – Lesego:8). Although open to others' feedback, she became less reliant on it to understand herself. This turnaround – learning to recognise and stand up for her own perceptions – is a clear illustration of the potential of dialogical assessment to empower. Lesego learned to balance the perceptions of others with her perception of herself, by coming to understand these perceptions through dialogue. This translated into her learning about herself, and about the Habits, as I will show.

7.3.2 Extensive learning about Habits of Mind leads to further empowerment

Lesego was initially quite reticent to engage with me in the teacher interview, and needed much prompting from me to offer her thoughts and feelings:

- T:** We all said “sometimes” (pause – 2.5s) So why do you think it's not “often”, why do you think it's not “not yet”?
- Lesego:** (pause – 7s) **I don't know**
- T:** Did you feel as though you understood the instructions clearly before you begun?
- Lesego:** I guess. I understood the part that we had to like edit it, but I didn't know how to... (continues)

(Lesego:14. Emphasis added)

Lesego's long pause and short, vague answer in her first utterance above show her initial reluctance to engage with me. However, after further prompting from me, she begins to describe her thought-process. This occurred a number of other times. For instance, at one point I realised that I had not assessed the criterion “Experience/express dissatisfaction with incomplete or sloppy work” on her rubric, and I then assessed it as “sometimes”, which both she and her partner had also marked. Lesego again paused and offered minimal engagement, as can be seen in the extract below. Again, it required prompting from me for her to reflect:

- T:** So then that becomes the same for all three.
- Lesego:** Mm-hmm
- T:** Were you dissatisfied? (pause – 3s) that you didn't get to complete it?
- Lesego:** (non-verbal response - shrugging)
- T:** Why?
- Lesego:** Um, I think it's because I don't usually complete work faster than others... (continues)

(Lesego:15. Emphasis added)

The above extract continues with Lesego expressing her frustration at not having been able to complete the S.A. task because of her 'perfectionist' tendencies. She clearly felt as though she had failed. I reassured her that different contexts call for different types of S.A., and that in another situation, her approach might have been quite appropriate:

T: Obviously...you get different scenarios that require you to strive for accuracy, and, and you'll probably need to strive differently, in those different scenarios. So if I gave you this and I said "go home, and check it and come back to me on Monday", maybe you would have had the time to be thorough. But sometimes in a task that's time-bound, maybe your striving for accuracy needs to be different? In order that you're able to at least finish the task.

(Lesego:15)

Allowing her to reconceptualise her 'failure' as a potentially good strategy (in a different situation) helped Lesego to recall a strategy which she had learned in her previous school, through feedback from her Art teacher, which might help her to strive for accuracy: "...He gave us, um five minutes to complete a drawing, and then I just did it and then he said, 'It's funny how people can do such good things, under pressure!'" (Lesego:16). This shows Lesego developing her capacity for S.A., through recognising strategies which enable her to fulfil the Habit. She understood that sometimes, she needs to give herself "less time! Cos I work better under pressure!" (Lesego:17). This shows that she was also learning about Alertness; starting to consider when certain strategies for S.A. would be more appropriate than others.

She demonstrated this developed sense of Alertness when she selected a S.A. strategy to apply to a Science assessment (an incident which she described in her follow-up interview). She mentioned that she had applied a more methodical approach to S.A. –

We were writing a Science assessment a few days ago, and I was thinking back to what we did in HoM that might help me with this assessment. So I thought, 'Ok, Striving for Accuracy', then I went through the paper, and after I looked at the questions then I went through it again, and I started highlighting the important parts and what I actually needed to do in that question. And then I started breaking it down *slowly*, and not like rushing through everything.

(Lesego:25)

She was proud to have achieved great success and much praise from her teacher as a result of her approach. This clearly shows that Lesego's Alertness had increased: recognising when to engage in S.A. unprompted, *and* which strategy was the most appropriate for the situation. She also understood that she could use S.A. to assist her, which shows an increased sense of the Value of the Habit. The very act of applying her learned skills to this new situation also shows a Commitment to develop her skills in this regard. Thus, through the teacher interview, her understanding of the Habit was clarified and expanded, and her apparent failures were reframed in a more positive light, and as a result of this, Lesego seemed to engage with the rest of the teacher-interview with increased

confidence.

7.3.3 Increased confidence leads to greater engagement, allowing for a shift in authority relationships

As we discussed the differently-graded criteria on her three rubrics, and Lesego's misconceptions were clarified, her contributions to the conversation became longer and more in-depth (it seemed she was learning self-reflexive skills from my earlier prompting), and she was more willing to question and challenge my perceptions.

- Lesego:** “Request opportunities to improve your – upon your work”: I was gonna say “not yet”, I dunno why I said “sometimes”
T: Why were you gonna say “not yet”?
Lesego: Because, I didn't ask for any – for anything, to improve my work. So, I was gonna say “not yet”.
T: Ok. (pause – 2s) I thought you – you requested the opportunity to look around the classroom, I mean you said, “do we need to look around?”
Lesego: Ohhhh!
T: So in that way, you made an opportunity for yourself to – to be accurate
(pause – 2.5s)
Lesego: (softly) Ok

(Lesego:23)

In her 2,5s pause at the end of the extract above, Lesego is contemplating what I have just said about requesting opportunities to improve on work. She disagrees, however, and she continues on to question my perspective (see the continuation of the interaction below). Her false starts and hedging as she questions me indicate that she is slightly uncomfortable with this confrontation, but the fact that she pursues her point anyway is an indication of her increased self-confidence in this situation.

- Lesego:** Cos when (stammering) you request opportunities to um um, improve upon your work – I usually think it's *at the end* of your work. And let's say you get a bad mark, and you wanna ask the teacher to improve that mark, and do things differently. That's how I saw it, so...ja.
T: Ja. That's definitely what it refers to, and, and maybe we could say then that that was not an applicable criteria to include in the assessment, because you didn't have time to, to finish it, and then say to me “can we do it again?”
Lesego: No
T: 'Cos I would've said “No!” (laughs) “We've gotta move on – time is ticking!”. Um, but I think that during the task you did request an opportunity – of sorts. But you understand this criteria right.
Lesego: Mmm-hmm?
T: Don't let me confuse you.

(Lesego:23)

In the above extract, I take her opinion very seriously and suggest that I would be willing to consider the criterion “non-applicable”, as I feel that Lesego's understanding of the criterion is correct, albeit limited. This moment further increased her confidence in the conversation and as a

role-player in her own assessment. The increasing agency which Lesego was starting to demonstrate in her own assessment led on to her challenging the S.A. rubric, wondering whether we could make a rubric appropriate for every Striving for Accuracy task, rather than having to cross criteria off as “non-applicable”. Initially, she listened carefully to my thoughts on the matter:

- Lesego:** Sooo, um, couldn't we change the last two to make it applicable for everything?...
- T:** I think, the reason that I think they're not applicable, um is because, the second-last one is “write not only your answer but also your working out”.
- Lesego:** Mm-hmm?
- T:** So that you can go back and check your method. Now you can understand how that would be really useful in maths – cos if you just write your answer, your teacher doesn't know, and nor do you when you go back a week later, what made you get to that answer, whether you got it wrong or right.
- Lesego:** Mmm.
- T:** But when it comes to checking the grammar of an article, it's difficult to show your working out. So you found this correction: “to have helps” - should have been “to have helped”.
- Lesego:** Mmm-hmmm.
- T:** But how did you work that out? (pause – 2.5s, then both erupt laughing as Lesego shrugs)

(Lesego:27)

Then she began to engage carefully with my ideas, putting my thoughts into her own words and questioning them again:

- Lesego:** Um, learn from your mistakes to avoid them again... Can't you like write that it's not gonna be part of the rubric? Because **if someone took my paper, and they were marking according to the rubric, they don't know exactly if I was learning from my mistakes or not**
- T:** Exactly
- Lesego:** So, this one is, **wouldn't it be *after* the task and *after* you got your marks and everything?**
- T:** Even when we do the next task, then I can see – oh, I remember you made this mistake last time but I can see you avoided it this time.
- Lesego:** Mmmm.
- T:** But because we've only done one, we've got nothing to compare it to – do you see? So in *this* case, I think that's an irrelevant criteria. But if we were doing a repeated thing, then it might be relevant. Does that answer your question?
- Lesego:** Mmm-hmm!

(Emphasis added)

In the discussion above, growth in the dimension of Alertness is being facilitated: the ability to recognise when certain criteria apply, and when not. Lesego also reflected in her follow-up interview that she “didn't actually know how” to strive for accuracy before, but that, through the assessment task, she discovered “different” ways to strive for accuracy (Lesego:22). This, again, is an indication of her growth in both Meaning and Capacity. Thus, through dialogue, Lesego became more confident about questioning the criteria on the rubric, and this paved the way for learning about the Habit. In terms of learning about the Habit, then, Lesego's growth extended across all five

7.3.4 The role of dialogue in facilitating learning and authority relationship shifts

It is important to notice that dialogue played a significant role for Lesego. Dialogue enabled her to play a more active role in the process of her own assessment, and to experience deep learning about S.A..

It was through dialogue that Lesego was able to understand others' points of view, and only when she felt she could understand others' ideas was she willing to engage with them. Throughout our conversation, Lesego had started to engage more critically with *my* perspective. However, when I asked her if she would like to ask her peer about anything, Lesego was strangely dismissive of her peer's assessment:

- T:** Would you like to ask your partner who peer-assessed you anything about the way she's marked?
(pause – 2s Lesego shakes head)
- T:** You sure?
- Lesego:** Because it's her opinion.
- T:** Ja, but I mean, who's right, in that case?
(Lesego non-verbal response – shrugging)
- (Lesego:4)

When I questioned her about why she was not interested in asking her peer anything, it turned out that she felt she could not understand some of her peer's assessments, and therefore felt alienated from her peer's assessment. She claimed that she understood *my* assessment only because we had discussed it.

- T:** Mm-hmm? Ok. Do you want to ask me anything about the way I assessed?
- Lesego:** Nooo.
- T:** You sure?
- Lesego:** Mmm-mmm. ('no') Because you explained why, when we went through the ticks you explained. But she wasn't here, so she didn't explain.
- T:** Right, so we were missing her voice
- Lesego:** Yes.
- (Lesego:4)

Thus, it is clear that Lesego learned a great deal through the dialogue itself. I suspect that it was this positive experience in the teacher interview (Session 2) that enabled her to reflect quite deeply after Session 3, in her self-reflection:

I usually would let fear and embarrassment get the best of me but now I realise that fear is a choice. I will definitely take more risks...

(Lesego:33)

She also noted in her self-reflection that she would be interested to ask her peer about the way she had assessed: “why does she think I sometimes challenge myself to act despite my scepticism?” (Lesego:6), which shows that she was starting to engage with others' perspectives more proactively. She mentioned in her follow-up interview that she now feels more motivated to approach teachers, too, if she does not understand their assessment of her:

Nowadays when a teacher marks my work, I actually go through my paper. I never used to go through my paper, but now I actually go through my paper to see what went wrong, and if an answer looks right, I go up to the teacher and ask 'why is it marked wrong'?

(Lesego:26)

Through this process, then, Lesego learned not only how to acknowledge her own perspective of herself, but also how to examine and learn from others' perspectives to find a more balanced view of her capability. She noted that a shortcoming of being assessed by a peer was that they lack background knowledge. Lesego noted that, “....They just mark you on how you performed on that day, but on an everyday basis you're actually different. So sometimes they can get it all wrong” (Lesego:8). However, as shown above, Lesego was still open to hearing and accepting others' perspectives if she understood them.

Lesego also identified shortcomings in self-assessment. She noted that “Sometimes you lie to yourself, cos we think about ourselves as the person we want to be, but then when you look at yourself you're actually not there yet” (Lesego:9). For Lesego, teacher assessment was the only truly trustworthy assessment, and she exhibited unquestioning faith that “they're the boss and everything, and they're always right” (Lesego:31).

Lesego's journey from reticent learner to power-holder in her own assessment is clear. Although she started out quite reluctant to engage in dialogue with me, she gained the confidence to hold her part in the conversation with authority. She was left feeling empowered and optimistic about assessment. This is the clearest success-story from my study as to how dialogical assessment can generate strong opportunities for learning and growth.

7.5 Conclusion

Lesego's and Alexa's very different experiences in this project were the result of different ways of understanding what was actually being assessed. Lesego understood that what was being assessed was her skills, and this enabled her to engage on a cognitive level with her three different rubrics, and receive feedback from her peer and me without feeling too threatened. Because Alexa realised

that it was process under scrutiny rather than results, she felt unsettled. While she was comfortable to discuss results, she had a sense of defensive privacy about how she achieved those results. She therefore struggled to reflect on the rubrics, and she was not able to engage meaningfully in dialogue with me during her teacher interview. This highlights Wiliam's (2010) point that all assessors need to have a clear idea of exactly what is being assessed before embarking on the assessment process. In the case of dialogical assessment, this could mean the difference between learners actually learning, or not.

Chapter Eight: Data Presentation 4 – Presentation of Statistics

8.1 Introduction

This chapter presents findings from the quantitative data. The raw data was comprised of 'similarity scores' for each participant per session. The similarity scores were arrived at by coding the marked rubrics numerically according to agreement between assessors, adding up the totals of this coding and converting this total to a percentage. This percentage (or 'similarity score') represented the degree of similarity between the three assessor's rubrics. Similarity scores across all four sessions were compared to investigate whether assessors' perceptions became more or less similar over time. In order to quantify this information, the score from Session 1 was compared to the score from Session 4, and the difference between these two scores has been used to indicate each participant's overall trend – towards greater or lesser similarity, or no change at all.

The tables I present in this chapter show the similarity scores for each participant across all four sessions. As the size of my sample group was so small, the margin of error was insurmountable, so no absolute claims can be made from the data. However, there are some trends *within* the data which speak to participants' reflections in the qualitative data.

8.2 Observation 1: Difference between those with previous exposure to HoM and those without

In table 7 (overleaf), I present the data of the participants who were unfamiliar with HoM first, followed by the data of the participants who were familiar with HoM.

It is noticeable that the participants familiar with HoM achieved a far greater increase in the similarity of their assessors' rubrics over time. The average difference of the unfamiliar group between Sessions 1 and Session 4 was 2.4%, while for the familiar group the average difference was 9.2%. Even excluding Carmen's exceptionally high increase in similarity (20%), the familiar group still achieved an average increase of 7%.

Similarity scores across sessions: unfamiliar group (0) vs familiar group (1)							
Participant	Familiarity with HoM (0 - none; 1 = Junior School)	Session 1 (Th.I.)	Session 2 (S.A.)	Session 3 (T.R.R.)	Session 4 (Who want to be...)	Difference between S1 score and S4 score	Overall change in similarity scores (between S1 and S4)
Lesego	0	ABSENT	56.3	60.0	ABSENT	0.0	N/A
Rebecca	0	72.7	50.0	50.0	70.0	-2.7	decrease
Andrea	0	72.7	75.0	65.0	70.0	-2.7	decrease
Genevieve	0	57.1	60.0	65.0	62.5	5.4	increase
Alexa	0	50.0	55.6	65.0	62.5	12.5	increase
Jordan	0	67.9	60.0	40.0	67.5	-0.4	same
Shazia	1	54.5	43.8	65.0	62.5	8.0	increase
Carmen	1	50.0	62.5	80.0	70.0	20.0	increase
Drishya	1	64.3	43.8	60.0	72.5	8.2	increase
Parvani	1	53.8	62.5	60.0	60.0	6.2	increase
Ayesha	1	60.7	50.0	50.0	62.5	1.8	same
Nadia	1	53.8	45.0	55.0	65.0	11.2	increase

Table 6: Similarity scores and HoM unfamiliarity / familiarity

Since each pair consisted of one participant familiar with HoM and one not, this finding suggests that the participants from the familiar group became better self-assessors, or that their peers became better peer-assessors. Both of these are equally possible, and support the claims from five participants that over time they felt they had become better assessors. However, it seems more likely to me that the participants familiar with HoM became better self-assessors¹⁵. This echoes McMahon's (1999) and Hay's (2008) findings that the process of dialogical assessment can facilitate the development of meta-cognition, but suggests that this process takes time. Thus, the earlier that learners are exposed to explicit Thinking Skills teaching, the sooner they will begin to show increased meta-cognition.

8.3 Observation 2: The relationships between similarity scores and partnerships

In table 8 (overleaf), I have grouped the presentation of similarity scores by partnership.

¹⁵ It seems strange to me that participants unfamiliar to HoM would become better peer assessors without becoming better self-assessors (if the peers *had* become better self-assessors, then I would expect that their own scores would have increased as well, which they did not) – this is why I suggest that the increase in similarity scores amongst familiar participants was due to them becoming self-assessors, rather than due to any change in their peers' assessments of them. I suspect that this increase in similarity can not be attributed to *my* assessment, as I assessed all participants without considering whether or not they had been exposed to HoM before.

Similarity scores across sessions: Partners							
Participant	Familiarity with HoM (0 - none; 1 = Junior School)	Session 1 (Th.I.)	Session 2 (S.A.)	Session 3 (T.R.R.)	Session 4 (Who want to be...)	Difference between S1 score and S4 score	Overall change in similarity scores (between S1 and S4)
Shazia	1	54.5	43.8	65.0	62.5	8.0	increase
Rebecca	0	72.7	50.0	50.0	70.0	-2.7	decrease
Carmen	1	50.0	62.5	80.0	70.0	20.0	increase
Andrea	0	72.7	75.0	65.0	70.0	-2.7	decrease
Parvani	1	53.8	62.5	60.0	60.0	6.2	increase
Lesego	0	ABSENT	56.3	60.0	ABSENT	0.0	N/A
Drishya	1	64.3	43.8	60.0	72.5	8.2	increase
Jordan	0	67.9	60.0	40.0	67.5	-0.4	same
Ayesha	1	60.7	50.0	50.0	62.5	1.8	same
Genevieve	0	57.1	60.0	65.0	62.5	5.4	increase
Nadia	1	53.8	45.0	55.0	65.0	11.2	increase
Alexa	0	50.0	55.6	65.0	62.5	12.5	increase

Table 7: Similarity scores and partnerships

The highest increase in similarity between Sessions 1 and Session 4 was clearly achieved by Carmen. Carmen did note that she had become a better self-assessor over the three sessions. I explored in some detail in Chapter 5 how she had become increasingly sure of her own assessment of herself. However, Carmen's partner, Andrea, *also* expressed that she had become far more comfortable with self-assessment, and that self-assessment felt much more natural and automatic for her through practice. Yet, her trend in similarity scores is almost opposite to Carmen's.

Andrea commented, in her follow-up interview, that she had a feeling her and Carmen's perspectives would be more similar by the end of the process, because she knew and understood Carmen better (see Andrea:17). She also felt that their broadened understanding of the Habits would mean they would assess more similarly if they assessed each Habit again. The Session 4 task incorporated all three previously-assessed Habits. It is noteworthy that Andrea felt a shift in how well she knew her partner, and Carmen noted a shift in her ability as a self-assessor: it seems that these factors may well have led to Carmen's dramatic increase in similarity scores.

Unfortunately, Andrea was not assessed by Carmen for Session 4, so the 'difference' figure is not quite an accurate representation of Andrea's similarity scores trend between Sessions 1 and 4. However, the last time both assessed each other was Session 3, in which Carmen achieved the

highest of all her similarity scores, at 80%. Andrea, conversely, achieved the lowest of all of her similarity scores, 65%. Andrea did mention that a flawed assessment task for Session 3 had led to inaccurate assessments from Carmen specifically. Perhaps this accounts for her very low similarity score for this session. It is unfortunate that Andrea was not able to be assessed by Carmen for Session 4, as I believe this data would have been quite telling.

Alexa's results were, as she predicted (Alexa:20), a surprise. From Alexa's reflections, it was clear that she became increasingly frustrated with the differences between her three rubrics over the three sessions. However, her quantitative data tells a completely different story, showing an almost *consistent improvement* in her similarity scores. Her similarity scores increased by 12,5% from Session 1 to Session 4 – the second highest increase out of all participants. This finding seems to directly oppose the qualitative data, and I present below some hypotheses as to what could account for this disjunction.

It is possible that, over the course of the project, Alexa became more self-aware and more thoughtful in her assessments of herself, even though she did not *feel* secure as a self-assessor (see Alexa:23). Perhaps her increased self-awareness made her more perceptive, but also less certain, about herself. The former shows in the quantitative data, while the latter shows in the frustration and confusion of her reflections. It is quite possible that Alexa's narrative of being misunderstood was so strong that she failed to see that others' perceptions of her were becoming more closely aligned with her own, and she did not notice a shift in her own ability to perceive herself.

Another possibility is that perhaps, over the four sessions, Nadia (Alexa's peer) and I might have gotten to know and understand Alexa better, and were increasingly able to understand her words and actions in context, thereby becoming better able to see her as she sees herself. This explanation seems quite likely.

Another likely explanation lies with an increase in the thoughtfulness with which Nadia approached assessment. If Nadia became a more perceptive assessor, we might expect to see an increase in both Alexa's and Nadia's similarity scores, which is the case. Nadia's increase in similarity scores was the third highest. Her confidence with assessment was clearly boosted during her teacher interview, when she became an active role-player in negotiating her own assessment. Perhaps this affirming experience enabled her to become a more thoughtful and thorough assessor of both herself and her

peer.

So perhaps, Nadia got to know Alexa better during their peer interview after Session 1, and Alexa became slightly more self-aware. This led to the increase in Alexa's similarity scores in Session 2. After Session 2, I got to know Alexa better through her teacher interview, and Nadia's confidence as an assessor was boosted through her own teacher interview, which caused the increase in both of their similarity scores in Session 3.

8.4 Observation 3: Practice makes better assessors

Three participants – Jordan, Ayesha and Carmen – reflected on a rather erratic process of attempting to achieve accurate self-assessment (see Jordan:21-22; Ayesha:27; Carmen:28). They all recognised after Session 1 that their assessments of themselves had been very different from their peers' and mine. In attempting to correct the perceived inaccuracy in their assessments in the sessions which followed, they overcompensated or did not compensate enough. Their scores seemed to return to a more settled place by Session 4. Their erratic experiences of this process are reflected in their similarity scores.

Ayesha reflected after Session 1 that she was assessing herself (and her peer) too leniently because she felt “bad to be critical” (see Ayesha:24). Jordan and Carmen both assessed themselves far more harshly than their peer or I had, for fear of coming across as “arrogant” (Carmen:22; see Jordan:22). The similarity scores for these participants, for Session 1, are fairly low: 50% for Carmen; 67,9% for Jordan and 60,7% for Ayesha.

All three assessors noted that by Session 2, their marking was still very different from their peers' and mine. Ayesha reflected that she had over-compensated and found that her self-assessment was now much *harsher* than her peer's or mine – this led to a drop in similarity score from 60,7% (S1) to 50% (S2). Jordan reflected that she was still assessing herself overly harshly, but for this session, Jordan's assessment of herself matched my assessment of her more closely. Her peer, however, seemed to have opted out of the assessment by ticking all but two of the criteria in the “often” column, but it must be noted that Jordan was not assessed by her original partner for this session, as Drishya was absent on this day. Thus, Jordan's score dropped from 67,9% (S1) to 60% (S2).

Carmen also noted that she was still assessing herself more harshly than me or her peer, although she noticed that the rubrics she received were more similar, which they were. Her similarity score increased from 50% (S1) to 62,5% (S2).

In the third session, Ayesha realised on reflection that she was *still* assessing herself too harshly, and her similarity scores remained the same between S2 and S3 (50%). Jordan was feeling more confident in her ability to assess herself, and wrote in her reflection that her rubrics were more similar than before (see Jordan:10). However, her scores for this session drop dramatically – from 60% (S2) to 40% (S3). Perhaps what she was noticing was that the discrepancies between the assessors' marking were not as vast as in the previous two sessions (where two assessors might mark “often” and the other assessor “not yet”, for example). Carmen felt very confident in her assessment of herself for this session, and her improved ability to assess herself led to a dramatic increase in her similarity score – from 62,5% (S2) to 80%.

Jordan and Ayesha's scores levelled out by the fourth Session, coming back to almost exactly where their S1 scores had been. Carmen's similarity score dropped from 80% to 70% – still a 20% improvement on her S1 score.

8.5 Observation 4: Fewer criteria on rubric makes rubric less accurate

Something which is immediately apparent from the similarity scores data is that the scores between Session 1 and Session 2 seem quite erratic. For Andrea, Jordan, Genevieve and Alexa, the differences between their Session 1 and Session 2 similarity scores are not radical, but the other 8 participants experienced radical drops or increases in their Session 2 similarity scores. Carmen and Parvani increase by 12,5% and 9% respectively; the rest drop by an average of 17%. Shazia drops by 21%, Rebecca by 23%, Drishya by 21%; Ayesha by 11%, and Nadia by 9%.

There were two key differences between Sessions 1 and 2 which might account for these erratic results. Firstly, the S.A. (Session 2) assessment task was more difficult and pressurised in terms of time than the Th.I. (Session 1) task. Participants may have struggled to focus on getting through the pressurised task while still being aware of their partner's performance, which may have made the peer assessments very different from the teacher assessments and self-assessments.

The second key difference between the sessions was that for Session 1, the rubric consisted of 14 criteria, while for Session 2 the rubric consisted of 8 criteria¹⁶. Perhaps there were too few criteria on this rubric for participants to make a nuanced assessment of themselves or one another, and the similarity score becomes slightly less meaningful as each criterion counted almost 12,5% of the total percentage. Clearly, more thorough rubrics allow for more nuanced and accurate assessment.

8.6 Conclusion

In many cases, participants' similarity scores across sessions opened up more questions than they provided answers, which suggests that participants' experience of assessment is not always mirrored in the numbers. Hay (2008) describes that her participants' experience of the assessment tasks becoming more closely aligned with their marks. She notes that this took time and repetition to achieve. Perhaps a more long-term study might have enabled the participants in my study to see the same developments as those in Hay's study.

It is significant that on the whole, participants who had had previous exposure to HoM seemed to experience far higher increases in similarity scores over time. This suggests strongly that their potential for self-assessment was influenced by previous exposure. It seems that learners should be exposed to thinking skills programmes as early as possible, so as to develop their meta-cognitive potential sooner and more fully than might otherwise be the case.

¹⁶The original rubric contained 10, but for all participants we crossed out two of the criteria as non-applicable to this task. A few groups, but not many, added one or two criteria to the rubric.

Chapter 9: Discussion

9.1 Introduction

Participants on the whole learned a great deal as a result of their experiences with reflecting on multiple assessments. It would appear that the deepest and most profound learning tended to occur when these reflective conversations took the form of dialogue, particularly dialogue with the teacher. The data from the teacher interviews clearly indicated that these reflective conversations enabled participants to grow meaningfully across multiple Dimensions of Growth. Participants were also able to query aspects of the assessment process itself, which is an important exercise in critical meta-cognition. Furthermore, reflective conversations between the learners and me opened up a space in which traditional conceptions of teacher-learner authority relationships could be questioned and even redefined. This did not happen with all participants, and it took time and effort to develop trust and challenge learners' internalised “rules” about teacher-learner authority relationships.

Alexa and Lesego represent the two extremes: for Lesego, Dialogical Assessment enabled extensive learning. Alexa, on the other hand, felt confused and frustrated for the majority of the process, insecure about what others' assessments of her meant. It appeared as though she learned nothing through the process, and even her peer thought she had given up trying to engage meaningfully. However, the quantitative data reveals a totally different version of events: a version in which, over time, Alexa became better understood by her peer assessor and by me. It would seem as though she also became a more thoughtful self-assessor, despite her feelings of angst. Other participants felt as though they became better assessors, but their similarity scores do not seem to reflect this. This is an important finding which suggests that the emotional experience of assessment is not always in sync with the quality of their performance.

A key finding from the quantitative data is that participants who were exposed to HoM sooner seemed to develop greater powers of self-assessment through this process. This indicates that Thinking Skills programmes should be implemented at the level of primary school in order to give high-school students sound foundations for meta-cognition.

In this Chapter I present my responses to the specific research questions which I posed at the outset

of my study. I have phrased these responses as claims which draw together my findings and the literature to form considered arguments in answer to these questions. My overarching question was: “what is the value of reflective conversations with learners when assessing Habits of Mind?” I broke this overarching question down into four specific questions, which I recap here and outline my claims regarding each question.

My first question was, “Are there significant discrepancies between learners' evaluations of themselves and the evaluations of them produced by their peers and teachers?”. In answer to this question, I show that **participants were surprised at the degree of difference** between three assessors' perspectives of them. This suggests that the discrepancies were significant.

My second question was, “Does regular discussion of assessment help learners' assessment of themselves and teacher's assessment of learners to become more closely aligned?”. My first claim in response to this question comes directly out of the quantitative data obtained from the rubrics, which suggests that **previous exposure to HoM increases success with aligning perspectives**. My second claim in response to this question is that **learners' emotional experience of assessment may not be in sync with the numerical aspects as assessment**. Although only participants with previous exposure to HoM showed an increase in similarity, many participants from the 'non-familiar' group *felt* as though they had become better assessors over time, and yet their similarity scores hardly changed at all; others who felt insecure about the quality of their self- and peer-assessments saw a significant increase in similarity scores.

My third research question asked, “If there are discrepancies, how can discussion of the evaluations made by learner, peer and teacher constitute learning opportunities?”. I respond to this question by claiming that **discrepancies between assessments create learning opportunities, and these learning opportunities are expanded through dialogue**. The discrepancies themselves open up the space for enquiry, but it is through dialogue that extensive learning can occur.

My fourth and final question was, “Does discussion of assessments have an effect on the traditional teacher-learner power hierarchy?”. My answer to this question is not definitive, as my data from the participants in this regard was very mixed. I claim, therefore, that **Dialogical Assessment has the potential to empower learners as self-assessors, but there are no guarantees**.

After discussing these claims, I outline the recommendations which come out of this study, both for the practice of teaching and assessing HoM, and for future research. Finally, I discuss the limitations of this study.

9.2 Discussion: claims in response to research questions

9.2.1 Claim 1: Participants were surprised at the extent of the discrepancies between assessments

Quite a few of the participants expressed surprise and even dismay about how different their assessments were from the two other assessors. Many of them clearly preferred it when the three assessments were more similar. Perhaps they felt disturbed that there was a disconnect between how they saw themselves and how others saw them.

Assessors' grading seemed to be influenced by many factors apart from how the assessee actually performed. Participants recognised these when contemplating the discrepancies between grading. They noted that peer-assessments can be influenced by social expectations of niceness, which seems to be a particular concern amongst early adolescents. Some participants confessed that they had felt constrained by these social expectations when marking their peers, which indicates that this consideration may have contributed to the discrepancies. Recognising this, participants struggled to trust their peers' assessments, and often rejected their peers' assessments as inaccurate. Participants also felt that their peers (and I, at times) did not know them well enough to make valid judgements about their performance.

While some participants favoured their own assessment over their peer's or mine, there were also a few participants who felt insecure as assessors and did not completely trust their own self-assessments. Over the course of the study, though, participants' confidence as assessors increased, which may have been linked to the increase in similarity scores which some participants experienced (which I will discuss further in Claims 2 and 3 below). Gipps (1999, p.380) uses Broadfoot et al's (1988) findings to outline four difficulties with self-assessment. These are:

1. Learners not being "used to" assessment.
2. Learners' confusion if "assessment criteria are unclear"
3. Learners' "views on what is socially acceptable, and their anxiety not to lose face", and
4. Learners' "perceptions of teacher expectations"

My data clearly illustrated these categories. Firstly, regarding participants not being 'used to' assessment: Many participants in my study raised questions about the rubrics or the assessment process at some point. This indicates that there were aspects of the assessment process with which participants were unfamiliar. Having a forum in which to address these questions was an important aspect of participants becoming better able to work with assessments. By the end of the process

many noted that they had become more used to assessment and how to do it. Many of them described clear learning, from experience, regarding how to assess accurately. Secondly, regarding unclear assessment criteria: My study was designed so that in Session 4, the assessment rubric incorporated criteria from the rubrics of previous sessions. In Sessions 1 – 3, participants worked with each rubric for the first time, and therefore may well have been uncertain of the assessment criteria. Through their teacher-interviews and reflections, participants developed their understanding of the criteria's Meaning, as shown in Chapter 4. This enabled them to develop greater clarity regarding the assessment criteria, which may well have led to the increased confidence with assessment that Shazia, Rebecca, Andrea, Carmen and Jordan demonstrated in Session 4. Thirdly, regarding social acceptability: Jordan and Carmen initially mentioned feeling self-conscious to assess themselves positively. Yet over time, they became more able to assess themselves honestly, and gained confidence as a result. Perhaps, as they came to know their peers and me better, they felt less constrained by the idea of social acceptability and were better able to engage honestly with the process. Finally, regarding learners' views of my expectations: Over the course of the study, the participants in my study gradually developed a clearer idea of my perspective. They also learned through the process that their own opinions regarding their assessments were valid. Perhaps participants gained confidence in their own perspectives as a result of being included so actively in their own assessment (see also Claim 5), which prompted them to take more responsibility for their own assessment.

While participants seemed wary of the discrepancies they noted between their assessment of themselves and their peers' assessments of them, they seemed to trust and accept *my* assessment of them, even if they did not fully understand it, or if it did not align completely with their assessment of themselves. Although Hay (2008) noted that peer feedback proved to be the most useful means of feedback for the students in her study, Boekaerts (1991) notes the significance of verbal feedback from significant *adults* in the lives of young adolescents. It is worth noting that the participants in my study were much younger than the participants in Hay's study. Boekaerts explains that verbal feedback from significant adults enables young people to form a sense of self-efficacy (a conception of their ability to do something). Without this feedback, learners might struggle with self-assessment. Feedback from me in teacher interviews seemed to be a significant influence on some participants' ability to understand themselves. This was certainly the case with Genevieve, Jordan and Parvani. Genevieve was hesitant to reflect critically on herself, but through dialogue and critical feedback from me, she was able to acknowledge areas which needed work. Parvani and Jordan both perceived themselves far more negatively than their peers or I did, and through their teacher interviews they gained self-esteem.

Only Andrea embraced that *all* assessors' perceptions were accurate to a degree. She was initially “quite surprised at how different [her three rubrics] were” (Andrea:1. See also Andrea:5), but by the time she spoke to me in the teacher interview (Session 3), she had accepted these differences as inevitable: “it doesn't really surprise me anymore,...they normally are very different” (Andrea:4). She proceeded to point out that the three assessors' perceptions were “all accurate” (Andrea:29). This echoes Hay's (2008) comment that the focus should be on finding an *accepted* assessment rather than pursuing an *accurate* assessment.

So, in response to my first research question, I claim that there were certainly discrepancies within participants' sets of rubrics, and that participants initially reacted quite negatively to these discrepancies, but over time they were able to learn from them. There were also trends regarding whose assessment (peer/self/teacher) they tended to favour when faced with such discrepancies.

9.2.2 Claim 2: Previous exposure to HoM increases success with aligning perspectives

The statistical data suggests that participants who had been exposed to HoM in their Junior schooling fared much better with increasing their similarity scores over time. The 'familiar group' (Shazia, Carmen, Drishya, Parvani, Ayesha and Nadia) all showed positive gains in their similarity scores between Sessions 1 and 4, while the 'non-familiar' group (Rebecca, Andrea, Jordan, and Alexa) did not. In fact, three participants from the non-familiar group noted a slight *decrease* in similarity scores between Session 1 and Session 4. This suggests that the participants with previous exposure to HoM became better self-assessors through this process. But why would the 'familiar' group become better self-assessors and not better *peer*-assessors? Perhaps peer-assessment is the most difficult to get right (particularly given the social constraints outlined above), and self-assessment is easier to master if one has a sound foundation of metacognition on which to build. Previous exposure to HoM might well have given these participants an advantage in this regard.

This suggests that the earlier a Thinking Skills programme is introduced to learners, the earlier this programme will bear fruit. This seemingly self-evident statement speaks to Lombard & Grosser's (2008) finding that first year university students seem to lack the required level of thinking skills for success at universities (or success on the Watson-Glaser test, at least). If schools were to implement Thinking Skills programmes as early as possible, this would allow learners the best opportunity to develop the complex mental techniques required for success at university.

9.2.3 Claim 3: Learners' emotional experience of assessment might not be in sync with the numerical aspects of assessment

The statistical data suggests that not all participants' emotional experiences of the process mirrored the rubrics data. Ayesha, Carmen and Jordan reflected on experiencing a rather erratic process, which is, for the most part, reflected in the statistical data. However, for Session 3, Jordan's similarity score dropped significantly, although she reflected that she felt her rubrics were “very similar to one another” (Jordan:10). It seems that her experience of assessment here did not mirror the reality at all. Many participants reflected that they felt that they had become better assessors, but their similarity scores did not reflect this growth. The case of Nadia and Alexa is truly interesting in this regard: Alexa experienced the project with increasing negativity and despondency, and by Session 3 it appeared that she had given up trying. And yet, her similarity scores show a consistent increase. Alexa's peer, Nadia, was convinced that Alexa was rushing rather thoughtlessly through the peer-assessment and ticking the “often” column for almost everything. And yet, the increase in Nadia's similarity scores is also very high – the third highest of all participants.

Thus, in response to my research question, “Does regular negotiation and discussion of assessment help pupils' assessment of themselves and teacher's assessment of pupils to become more closely aligned?”, I would have to say that the answer to this question does not seem to be clear-cut, and requires further investigation into how the emotional experience of assessment relates to the numerical data.

9.2.4 Claim 4: Discrepancies between assessments create learning opportunities, and these learning opportunities are expanded through dialogue.

The exercise of bringing together multiple perspectives provoked self-reflection and learning, even when participants did not discuss their assessments with me or their peer. However, dialogue was often fundamental in order for participants to *understand* others' perspectives, in order to learn from them. Once participants had completed their teacher-interviews, many of them showed increased openness to their peer's or my perspective, increased curiosity about discrepancies and an increased ability to theorise about how others' perspectives related to their own perspectives, or to the reality of the assessment task. Thus, my claim in response to the question “If there are discrepancies, how can discussion of the evaluations made by pupil, peer and teacher constitute learning opportunities?” has two parts. The first is to point out that participants' learning could not always be attributed to dialogue, and that sometimes dialogue failed to stimulate learning, and the second part is to show instances in which dialogue played a clear role in facilitating learning.

Not all participants learned through dialogue. Alexa did not feel that she understood S.A. any better after her teacher interview, than she had before. This was perhaps because of how difficult the process was for her to engage with on the whole. Parvani showed openness to learning about the Habits in her teacher interview (Session 2), and also demonstrated this openness in her written reflection after T.R.R. (Session 3). This suggests that her curiosity and tendency to seek understanding may in fact have been quite intrinsic to her, rather than being specifically a result of dialogue. She noted a significant insight in her reflection after T.R.R., reflecting that the rubric did not acknowledge the emotional aspects of risk-taking: “I think I would add a box for self-confidence and trust because in order to take a risk you have to think about what you do and how you feel about it” (Parvani:21). Parvani does not explicitly link this contemplation and learning to dialogue. It is possible that her teacher interview in the previous session had helped her to unlock some metacognitive potential which she was, here, able to engage with alone. Also, this self-reflection followed the T.R.R. session, which was dialogue-based, so it could have been the case that she learned from this discussion and her self-reflection is a representation of learning which occurred through dialogue. Both of these, however, would be assumptions. She did not make direct reference, as others do, to the influence of dialogue on her idea. Finally, Ayesha noted that “reading over the rubric and actually testing myself has made me understand much better than I did before” (Ayesha:20). Her learning here did not come from dialogue, but through the assessment process itself. However, it is worth noting that this reflection was from Session 2, and her teacher interview occurred after Session 1. Perhaps her teacher interview enabled her to interpret the S.A. criteria with increased awareness, but again, she does not say this.

Therefore, learning did not always occur directly through dialogue. Nevertheless, the majority of participants showed strong learning which could be clearly attributed to dialogue. I will discuss five categories of learning through dialogue: firstly, learning through dialogue across multiple dimensions of growth; secondly, participants identifying a desire for additional teacher interviews; thirdly, participants expressing surprise or verbalising their learning after hearing others' perspectives; fourthly, participants giving very thorough accounts, at the end of their teacher interviews, of their performances in the assessment tasks; and finally, participants stating that they learned the most through the dialogue-based T.R.R. assessment task.

As outlined in Chapter 4, it was consistently those participants who engaged in their teacher interview who grew in multiple Dimensions. This suggests strongly that it was through dialogue that this growth was realised. Parvani and Carmen recognised that their teacher interviews had given them an important opportunity to consolidate ideas, acknowledge and reflect on learning, and

query aspects of the Habit which they perhaps did not understand. They both reflected that they would have wanted more teacher interviews throughout the process. Parvani noted in her follow-up interview that she would have valued conversing with me more often, in order to get a clearer sense of how I mark. She said that she found the conversation after the S.A. task informative, and she would have appreciated more such insights.

I'm not really sure what you take into consideration when you mark, and how I think when I mark myself. Maybe if you discussed your criteria for each sentence that was on the rubric, after the task, to see how I did and what you were expecting me to do. (Parvani:31)

Parvani went on to explain that in this regard the interview with me was very helpful for S.A.:

...If we sat down more and discussed how we did things and why we did things, I would have understood more what you were talking about and how you marked. (Parvani:32)

Carmen, too, felt that the opportunity to *talk* through her thoughts had enhanced her learning. She felt that, "When someone's actually asked me the questions I think about it more than when I'm actually writing it down. Cos when I'm writing it down I just kind of want it to look ok" (Carmen:33). She mentioned that it was unfortunate that such interviews were so time-consuming, because "I think for HoM, people would like it if we did this, but it's a pity because you won't be able to talk to people like individually like this" (Carmen:35). Lesego, too, found that dialogue enabled her to become more tuned-in to her thoughts, and helped her to build up the confidence to offer these thoughts.

Participants often responded with surprise (e.g. Drishya), or verbalised their learning (e.g. Ayesha and Andrea), *after* hearing a different perspective. Drishya engaged with increasing enthusiasm with my alternative perspective in her teacher interview, to the point of even anticipating my words (see Drishya:6 for the full extract).

T: So, I don't think you need to beat yourself up about that
Drishya: (overlapping) ...(laughs) worry about it that much

(Drishya:6)

Through conversation, Ayesha learned that she had perhaps not included Jordan during the assessment task as much as she could have (see Ayesha:12 for this discussion). This helped her to understand her peer's and my assessment of her more clearly (see Ayesha:13 for these discussions). As a result of this idea being learned and reinforced for her through our conversation, Ayesha suggested at the end of the interview that we extend the rubric to emphasise the need to incorporate the multiple perspectives of others: "maybe, thinking more flexibly would come in...like, people sort of looking at things from different perspectives" (Ayesha:13). This shows evidence of Ayesha

having deeply learned this new idea. This would not have been possible without discussion, because in the beginning of the discussion she thought to be 'non-applicable' the criteria of actively and deliberately including side-lined group members.

Andrea, too, reflected at the end of the teacher interview on the feedback she had received during her teacher interview. She reflected that the careful consideration of risks was something she felt she needed to work on (Andrea:23. See also Andrea:24).

Both Nadia and I learned a great deal from our collaborative reframing of S.A.. She identified the tension that exists in S.A., between time pressure and completion of work (See Nadia:21), and was able to generate a new S.A. strategy through these discussions (Nadia:23).

After discussion, some participants had a clearer idea of how they had gone about doing the Habit in the assessment task, reiterating and consolidating ideas which had come up during the discussion. At the end of the teacher interview, Rebecca performed quite a thorough autopsy on her approach to risks (see Rebecca:16 for the full reflection): she first reflected on how she had approached risks in the session, and then on how she approaches risks in general. She thought about her reasons for taking certain risks, and her reasons for not taking risks. She then considered how some risks need to be tackled over time, with a scaffolded approach. This thorough reflection on herself and on what it means to Take Responsible Risks allowed her to reflect on the importance of balancing reason with impulse when taking risks (see Rebecca:18).

Genevieve seemed fairly resistant to learning in the beginning of the interview, and had quite an inflated sense of how she had gone about the Th.I. task. However, through dialogue she started to understand that perhaps she did not include all of her team-mates as much as she had thought (see Genevieve:4-5). Over the course of the interview, she became increasingly open to constructive criticism (see Genevieve:6), and concluded her teacher interview with a detailed reflection on what Th.I. strategies she needed to work on.. The feedback from the interview had clearly enabled her to see herself more critically, and the reflection on herself tied in with the reflection on Th.I. below is very sincere.

Now I understand that I need to be aware of other people, *actively* aware. And I need to get more involved and empathise...And, say when people are doing a good job, and, be kind and respectful.

(Genevieve:13)

Finally, many participants noted that the conversational nature of the T.R.R. task had enabled them

to learn more from this session than others. Carmen and Andrea both commented in their teacher interviews about how this assessment task had compared with previous ones. Both of them mentioned that the T.R.R. task had been the most accessible, and the most meaningful in terms of getting to grips with the Habit. Carmen stated, “This session has been better, just in the way that it was structured...it was just focused more on...being the Risk-session” (Carmen:17). Andrea commented that she “liked today the best, because, well we got to do it as a group, and we talked about it, and...I think talking's nicer than writing stuff down” (Andrea:25). Nadia, too, wrote in her self-reflection that the discussion-based assessment task of T.R.R. had helped her to affirm her existing definition of T.R.R.. She was pleased to note “that everyone also thought that it was a responsible risk to take” (Nadia:25). Ayesha wrote in her Peer Interview Notes, “before, I was uncertain, but now that we **discussed it as a group**, I understand better” (Ayesha:21. Emphasis added).

I had been quite self-conscious about this assessment task: a simple discussion felt to me like a cop-out, and yet many participants appreciated the opportunity to *discuss* the Habit rather than simply be expected to *do* it. Drishya commented in her self-reflection that if they had had to “do the dares” (Drishya:22), she would have been quite uncomfortable, which suggests that talking about risks was easier and made the task more accessible for her. The very positive response to the discussion-based task suggests that dialogue is an important medium of teaching, and of learning, in HoM. Practical application tasks might help pupils to improve on the Habits, but discussion is a very good way of facilitating the initial learning. Perhaps the best HoM lesson structure begins with a discussion (to facilitate growth in Meaning), followed by a performance-based task (which develops Capacity), and then a reflective discussion (cementing growth in Meaning and Capacity, and allowing for growth in the other three Dimensions).

This would suggest that the conversational format of dialogical assessment actually promotes growth in HoM. McMahon (1999) pointed out that any assessment strategy for a Thinking Skills initiative must promote and reward thinking skills, and this is certainly the case with Dialogical Assessment and Habits of Mind. However, McMahon does caution that learners' accounts of themselves need to be taken seriously in such an approach to assessment, otherwise they will cease offering genuine self-assessments and will revert to guessing what the teacher expects of them. I believe that much of the participants' growth in this project occurred because of the conscious effort on my part to ensure that they were taken seriously as role-players in their own assessment. From this they learned to trust in their own perspective (whilst, for the most part, still relying on mine), and it was this that encouraged their growth in meta-cognition.

However, participants might not have been so open to engaging in dialogue about their assessments if the HoM tasks had actually counted for marks. This would have increased the level of threat associated with negotiating assessments. The pressure of doing well might have encouraged learners to guess the 'correct' answers rather than engaging meaningfully in self-reflection, as McMahon (1999) noted. Dialogical assessment is, therefore, very useful in subjects where marks are not a focus, but perhaps less useful in subjects which are marks-oriented. However, as Habits of Mind are embedded in the approach of Dialogical Assessment, assessing other subjects this way might facilitate learners' growth not only in the subject-specific content, but also in the Habits (in particular Th.I. and Meta-cognition). This speaks directly to the goals of the school to incorporate the teaching and assessing of HoM into the academic subjects. However, it is difficult to strike a balance so that learners know that the dialogue matters, but not so much that they will lose marks if they engage in it 'the wrong way', thus rendering it useless as an assessment tool. Further research in this regard is required.

Thus, although dialogue is not solely responsible for all of participants' learning emerging from this study, it was certainly fundamental in opening up, clarifying and extending many of the learning opportunities provided by numerous aspects of this study. However, the success of the dialogue in this regard may have been dependent on the HoM tasks not counting for marks.

9.2.5 Claim 5: Dialogical Assessment has the potential to empower learners as self-assessors, but there are no guarantees

Participants' confidence with self-assessment was increased through opportunities to self-assess, reflect on that assessment in light of others' assessments of them, and then use these assessments to open up discussions about the assessment criteria. Participants were able to question others' divergent grading and, through the ensuing discussions, to clarify their understanding of the assessment criteria. The process of Dialogical Assessment thus gave participants the opportunity to familiarise themselves with assessment, and with the criteria for the assessment. Thus, the processes and criteria of the assessments were made accessible for collaborative redefinition.

Furthermore, being consulted on their perspectives in the first place would most certainly have demonstrated to learners that there is room for their own perspectives within assessments of themselves, which would very directly empower them as role-players in their own assessment. Lesego is the clearest example of this, as she learned to identify and trust her own perspective while still leaving room for others' perspectives (Lesego:10). Jordan, too, learned that her own perspective matters, particularly with regard to assessing HoM (Jordan:26). Jordan's learning may

well have been linked to her increased self-esteem over the course of the study – another way in which Dialogical Assessment can empower. Both Jordan and Parvani saw themselves in a negative light, and through the positive feedback of their peers and me, they came to understand their potential in a far more optimistic light. I believe that this was instrumental in the extensive learning about HoM which both participants experienced.

Participants were also empowered (by their expanded knowledge) to engage more critically with matters of assessment after their teacher interviews. Jordan, for instance, approached the S.A. task (Session 2) with increased awareness as a result of her teacher interview after Session 1 (Jordan:19). Lesego and Ayesha expressed greater curiosity regarding their teachers' assessments of them, and both noted increased confidence to approach their teachers with questions when they did not understand how they had been assessed (see Lesego:26 and Ayesha:43). This shows that Dialogical Assessment can awaken a questioning spirit in learners and empower them to seek answers.

However, I did observe a set of rules at play which at times governed how participants interacted with me. They were not always able to engage freely and openly with me in dialogue. The rules of engagement in a Dialogical Assessment situation are very different from the rules of traditional school interactions between teachers and learners. It might be confusing for learners to be faced with very different ways of interacting with different teachers within the same school, and they might resort to the safety of following the unspoken rules for any and all situations. This is problematic because, as Alexa's story illustrates, the process might well find limited success if learners are in any way reluctant to engage openly and honestly in dialogue. That said, this process might not work with all learners anyway. Sustained effort and intention is required of the teacher to foster an environment where openness is encouraged. For the most part, in my study, I noticed that participants showed significant empowerment in their follow-up interviews. This included being more comfortable to engage with me in dialogue openly and honestly (e.g. Parvani and Carmen), or indicating that they had felt a shift regarding teacher-learner authority relationships and realised the importance of their own perspective in assessment (e.g. Lesego, Ayesha and Jordan). Thus, my answer to my final research question, “Does incorporating dialogue into assessments foster an environment of greater trust?” is to say that this approach to assessment *can* empower learners to become role-players in their own assessments, and it *can* contribute to a more conducive relationship between teacher and learner, but that this is not necessarily a given.

9.3 Recommendations

From this study, I learned a great deal regarding my own practice as a teacher/assessor, and regarding the aspects of this field which require further research. Through this learning, I am able to make certain recommendations.

9.3.1 Recommendations for the teaching and assessment of HoM

Dialogical Assessment seems to be a perfect match for the teaching and assessing of HoM. This is because Dialogical Assessment itself promotes the development of meta-cognition and enables extensive learning across the Dimensions of Growth. This approach to assessment therefore reinforces the Habits. The marks themselves do not matter, but the act of assessing (self- and peer-assessment) is a powerful invitation for critical reflection on Meaning and Capacity in the Habit of Mind. In fact, the less the marks matter, the more honest this reflection is likely to be, which is something Genevieve pointed out (see Genevieve:9). I would strongly recommend that this approach be incorporated into the teaching of HoM.

However, such an approach is not unproblematic in implementation. Firstly, the processes of planning and implementing the assessment meetings and engaging with the each participant in dialogue were time-consuming. A 20-minute interview seems manageable until one has to repeat the exercise with 12 participants – let alone 28! And yet, for almost every participant, this time spent seemed to yield exponential learning. Hay (2008) noted that the students in her study became less reliant on their lecturers' time as they became more comfortable receiving feedback from their peers, and as they became more self-reflective through the process. Thus, it would seem as though the demands on a teacher's time incurred by this approach to assessment are substantial, but that over time these demands decrease as learners become more self-directed. This lightens the teacher's load even more over time, as learners gain autonomy.

Another issue in the implementation of Dialogical Assessment has to do with the timing of these assessment tasks and teacher interviews. One thing that I noticed was that at this very small school, both the teachers and learners are extremely busy, to the point of being overcommitted. It is significant that the only time slot we could find when everybody in the group was able to meet was a Sunday morning – this illustrates the degree of difficulty one might have in trying to implement such an approach. However, I did notice that it was much easier to find more accessible times when I met with participants as groups of four or as pairs, rather than as a whole group of 12. Furthermore, my grouping was done randomly, to minimise the impact of extraneous variables on

my study; however, for the purposes of implementing this into a school programme, a teacher could group learners based on potential meeting times (e.g. 'the Wednesday afternoon group'). This might make these assessment meetings and reflection/interview times considerably easier to accommodate (but no less time-consuming).

It may seem as though the difficulties of implementing an approach such as this outweigh the benefits, and in making a final case for this approach, I refer again to Boekaerts' (1991) argument that it is through the verbal feedback from significant adults that learners are able to develop a sense of self-efficacy. Written comments are good for teaching learners how to self-evaluate, but dialogue is better. And the ability to self-evaluate is crucial in order for learners to become more self-directed and autonomous in their approach to school. Self-directedness is the ultimate aim of Costa and Kallick's programme: enabling learners to "know what to do when the answer to a problem is not immediately apparent" (Costa, 1988, p.22). This can not happen if learners are taught to rely on teachers to provide them with the answers any time they are stuck.

It is significant that the participants in my study seemed to learn more easily from teacher feedback than peer feedback; they seemed sceptical and wary of their peer's feedback at times. Of course, this is not a reason *not* to incorporate peer-assessment into the teaching and learning of HoM, but merely a note that learners may need the anchor of the teacher's assessment to help them make sense of their own and their peer's assessments, at least initially. I believe that peer assessment should definitely be included in this approach, as it generated much discussion with participants about what makes assessment accurate, valid and reliable. This empowered them to be more critical assessors as they attempted to avoid the pitfalls they noticed in peer-assessment (e.g. Genevieve, who claimed, "now I'll be more honest about self-assessments and peer-assessments" - Genevieve:19, after struggling with her peer's lack of sincerity). For an exercise such as this, the marks do not matter, and the peers' feedback – particularly if participants considered it contentious – provided an impetus for discussion, which is what made this exercise valuable.

To sum up, I believe that dialogue is an important method of teaching and evaluating HoM. It would be greatly beneficial if this approach could be adopted, to some degree, in the HoM classes. Furthermore, participants learned a great deal through being assessed by multiple assessors, even peer assessors. Participants were also able to reflect on their own and others' approach to assessing, and develop thoughtfulness, skill and confidence as assessors as a result.

9.3.2 Recommendations for further research

A few important questions arise from my findings, and point towards suggestions for further research.

The first major area for future investigation is the influence of social dynamics on peer assessment amongst early adolescents. This is not an area of expertise for me, and any claims I have made regarding the social dynamics of my participants and their age group are based on my experience of teaching in a high school and observing these dynamics in action. Of course, this is insufficient to build an argument on, and further research in this regard will complete the picture.

The second area for future research would involve further – informal – action research within my HoM class. I would like to experiment with implementing my own recommendations for practice, to determine their feasibility. As I pointed out earlier, perhaps my strictly-controlled approach to the study (e.g. random grouping) influenced the times at which I was able to meet with participants, so this action research would need to be more incidental and informal, to ascertain whether a process like this can be incorporated into the natural environment of the classroom.

A final area for future investigations is the correlation between learners' emotional experience of assessment and the actual marks they receive. What might enable their experience to more closely mirror the numerical aspects of assessment? Does it matter that learners' experiences differ from the numerical reality? What factors influence participants' experiences, and is there a way that these factors can be controlled and accounted for in order to minimise their impact?

It is clear that there is much still to learn, and much still to ask, about how HoM can be most effectively taught and assessed. Dialogical Assessment is a promising start to this enquiry, but there is potential for many future small-scale and even large-scale studies in this regard.

9.4 Limitations of this study

No research is without its limitations, so I must acknowledge the limitations of my own study so that my findings and recommendations can be viewed in the appropriate context.

Firstly, this study involved very few participants, and as such no definitive generalisations can be made from their experiences. Furthermore, the data obtained from the participants was not unanimous in any of the aspects I investigated. Thus, through my research, I better understand the complexity and delicacy of Dialogical Assessment and the assessment of HoM. Unfortunately, the data yielded no simple and finite recommendations, so I can suggest some ways forward, but with the caveat that further research is definitely needed.

Secondly, any qualitative research requires a degree of interpretation on the part of the researcher. I drew heavily on my general background in Linguistics studies to assist me in analysing the underlying meaning of participants' written and spoken words from their various reflections.

Thirdly, my study does not contribute new theory to this field. Nevertheless, it does put existing theories about Dialogical Assessment and assessment of Thinking Skills to the test within my specific context, and as such my results speak to the existing literature.

I am under no illusions that this study was flawless, and I certainly cannot say that any of my findings are generalisable to the larger population. What I can say with confidence is that this study enabled a more thorough account of the complexity of assessing Thinking Skills, and HoM in particular.

9.5 Conclusion

The findings from my study illustrate the significance of Dialogical Assessment. It would seem that this approach was at the root of extensive learning about the Habits of Mind, and also enabled participants to learn about themselves and assessment. Assessments from multiple perspectives, using carefully-constructed rubrics, opened up spaces for participants to question their own and others' ideas. Through this process of questioning and discussion, participants were able to create new knowledge for themselves about the Habits, and themselves. Thus, assessment of HoM is very useful, not for any sort of summative purpose (as this is likely to destroy the value of the exercise), but as a means of collecting various perceptions in a format which is easy to compare. From these comparisons came the deep questioning and reflection which made the exercise valuable.

Because the assessments did not count for marks, we did not need to tread the fine line (McMahon, 1999) between upholding standards and taking learners' perspectives on their work seriously. This lowered the level of threat involved in the conversations between the participants and me, and most of them were able, with some encouragement, to engage openly in dialogue. Participants were thus empowered as role-players in their own learning and their own assessment. This resulted in the participants becoming more comfortable with assessment and gaining ability as assessors. A factor which appeared to enhance this was the age at which participants were first exposed to HoM. Those who were exposed to the programme earlier appeared to become more thoughtful self-assessors, thereby showing an increase in meta-cognitive skills. This shows very clearly that Dialogical Assessment can actually be a vehicle through which Habits themselves are taught and reinforced, which is a strong argument for incorporating it into the teaching and assessing of HoM.

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APPENDIX A: INDIVIDUAL PARTICIPANTS' JOURNEYS

Shazia's Journey:

Shazia completed a Self-reflection after Session 1 (Thinking Interdependently), a Peer Interview after Session 2 (Striving for Accuracy), and a Teacher Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

For Shazia, sameness within the rubrics gave her a sense of certainty and safety. Diversity of perceptions seemed to baffle and confound her, and clearly left a lasting impact on her. The diversity of assessment rubrics she received was the first thing she commented on in her follow-up interview:

Shazia:1 | [Q1: What have you learned from this process?]
Most of the time the marks were very different with the three people, so we might look at things and mark things differently.
(Shazia, F.U.I.)

This is unsurprising, given the frustration and confusion which she expressed over this phenomenon in her Self Reflection, Peer Interview Notes and in her Teacher Interview. I will first discuss this frustration and confusion as it was evident to me from her self reflection and peer interview notes, and then from what she said in her teacher interview.

Shazia:2 | [Question 1: What are your first reactions to the three rubrics?]
The rubric I completed by myself and the one that my peer gave me are very similar but the teacher's rubric is very different. I'm not sure which one is right and am very confused about my actual results.
(Shazia, (1), S.R.)

Shazia:3 | [Question 1: What are your first reactions to the three rubrics?]
They are not the same.
(Shazia, (2), P.I.N.)

Notice the shortness of Shazia's answer in Session 2. This was a noticeable trend for her: on the whole, Shazia's written reflections after Session 2 were significantly shorter and less in depth, as can be seen below:

Shazia:4 | [Question 2: Take a look at any criteria on the rubrics where the three assessors have marked the same: what are your reactions or responses to those?]
We all agreed that I shared my ideas often. We also agreed that I accepted constructive criticism well.
(Shazia, (1), S.R.)

Shazia:5 | [Question 2: Take a look at any criteria on the rubrics where the three assessors have marked the same: what are your reactions or responses to those?]
None of them are the same.
(Shazia, (2), P.I.N.)

This apparently diminishing engagement with the reflection in Session 2 gave me the impression that she was finding the rubric reflection quite discouraging. Her abrupt answers in the second session suggested to me that she was losing patience with herself and with the process, and frustrated because she couldn't find a logical explanation for the differences between the rubrics.

Having read these reflections, I mentioned in her Teacher Interview that I had picked up on some frustration in her written reflections, about the differences between the rubrics. She confirmed this and elaborated with great passion.

Shazia:6

T: I got the impression from, from some of your writing that you found that a bit frustrating, over the past couple of sessions – that it's been a bit frustrating for you that that things are not more similar?

Shazia: (very decisive) Ja. Uh, I just, can't figure out how three different people can see three different, ways, well not ways, but how everything can be so different from the same thing, how three people can assess it *so* differently. I thought it would be more similar, you, cos, it's just the same thing that everyone's watching, or listening to.

(Shazia, (3), T.I.)

It was clear that Shazia felt much more comfortable when criteria were assessed the same, not only because it validated her sense of herself, as seen in the example below, but also because it helped her to establish “the truth” about the assessment task and her ability to engage in the Habit of Mind.

Shazia:7

Shazia: Um, ja, we all ticked that one

T: “Often”, huh?

Shazia: Yep

T: Mm-hmm?

Shazia: So ja. I think, I think I do, I think I do try new things a lot. And try different ways of doing things, to make it better

T: Mm-hmm?

Shazia: And, the fact that we all ticked it, kind of proves that in a way.

(Shazia, (3), T.I.)

Assessments which were the same made Shazia more confident to reflect on the actuality of the assessment task, identify reasons why she and others assessed the way they did, and find commonalities in people's perceptions. The two examples below show that she was confident to match up what happened during the assessment task with the outcome (ticks) on the rubrics.

Shazia:8

Shazia: Ummm, there's uh also, “plan and think carefully before taking risks in any situation” - um, we all ticked “sometimes”, um, because, in the risk that I presented, the first time, I didn't actually plan thoroughly about the pros and cons and things

T: Mm-hmm?

Shazia: And, (slowly) although, I didn't plan, a lot, it's not like I didn't plan at all, so we kind of picked that up as well.

T: Mm-hmm?

Shazia: Cos, it was a huge risk for me because I can't really swim – I had no defense besides the life-jacket in that situation.

(Shazia, (3), T.I.)

And,

Shazia:9 | **Shazia:** And then there's "challenge yourself to act despite your scepticism, when appropriate". I think that also applied to the first risk that I brought up
T: What did we all say?
Shazia: Uuum, "often" - ja.
T: Mm-hmm?
Shazia: Because, at first I didn't want to go into the water but I went anyway, so, ja.
(Shazia, (3), T.I.)

This preference for similarity could well be the reason that, at the beginning of the Teacher Interview, Shazia felt quite isolated from her peer and from me, claiming that those two rubrics were more similar to one another than either of them were to hers. Strictly speaking, she was correct: her own assessment agreed with mine on 5 criteria, and with her peer's on 5 criteria. Her peer's and my rubric agreed on 7 criteria. There was only one criterion which everyone assessed differently. She initially posited that the similarities between my and her peer's rubric suggested that her own evaluation was flawed, and that the truth lay in the two most similar rubrics.

Shazia:10 | **Shazia:** Um, well, the one that was assessed by my peer and my teacher are much more similar than the one that I assessed myself.
T: Ok? In what ways, generally?
Shazia: Well, just the pattern of the ticks, I mean, I think I assessed myself more harshly than they did?
T: Where do you think the truth is in all of this?
Shazia: (pause – 3.5s) I think, it's in the, the two rubrics that have the most similarities.
(Shazia, (3), T.I.)

However, as we went through the rubrics and discussed the differences, Shazia repeatedly disregarded the assessments from both her peer and me, in favour of her own assessment of herself. She reasoned that her assessment was more accurate based on her more thorough understanding of herself and the risk which she described in the assessment task:

Shazia:11 | **Shazia:** Ok. "Strive as far as possible to create an environment which is safe, free from judgment and accepting of all ideas, differences, and points of view": Uh both Rebecca and the teacher said "often" and I said "sometimes", because in the first risk, I didn't I didn't make sure it was completely safe, so, I, I said "sometimes".
T: Mmm. Mm-hmm? (pause – 2,5s) Does that leave a question mark in your mind? Or, or, or, what does that... (trails off)
Shazia: Um, honestly I think, I think mine is more accurate than the other two rubrics. Because I didn't create a safe environment so, I think, "sometimes" is more accurate than "often".
(Shazia, (3), T.I.)

And,

Shazia:12 | **Shazia:** Here: "Take full responsibility for mistakes and look at them as rough drafts or missteps".
T: Mm-hmm?
Shazia: I said "sometimes", and the teacher said "often" and Rebecca said "not yet".
T: I think, on reflection I would probably change that to a "sometimes".
Shazia: Ja. Because, I didn't fully take responsibility for my mistake, but I did a little bit, because, I think in the back of my mind I knew he was gonna do something like that, and I just, I, I, I pushed it back and didn't listen to my, what-do-you-call-it, conscience, I don't know
T: I think, ja, I think you were quite accurate there.
(Shazia, (3), T.I.)

The above example shows me changing my perspective on Shazia's performance as a result of the conversation and the comparison of rubrics. However, the extract below shows that Shazia didn't really engage with me when I presented justifications for my own assessments which Shazia had not considered in her assessment of herself. This supports the idea of Shazia being quite convinced of her own assessment of herself.

- Shazia:13**
- Shazia:** Oh, what else is the same? Um, ok. "Accept confusion, uncertainty and the risks of failure as necessary, challenging and rewarding". Um, I said "often" because (pause – 8s) it *was* rewarding, the first risk. Because, I got to do something fun
- T:** Mm-hmm?
- Shazia:** Even though it was, kind of short-lived, so I said "often" - because I actually accepted that something might happen, so.
- T:** Ok. Alright. I suppose maybe the reason I said "not yet" - er, "sometimes" was because, I got the sense that you were a bit peeved by your falling.
- Shazia:** Ja.
- T:** You were really put out that some dorky guy tipped the boat, you know what I mean?
- Shazia:** Ja.
- T:** So ja, I felt maybe that you didn't, accept the failure itself as being a positive.
- Shazia:** Ja. And that's all that's different, I think.

(Shazia, (3), T.I.)

When we started discussing the criteria which had been assessed differently, we spoke first about the criterion which we had all assessed differently. Immediately, she reflected on her own reasoning for marking the criterion "not yet" and offered a justification. I had marked "sometimes" for this criterion, so I responded by justifying why I had assessed this way, by referring to something Shazia said during the assessment. Shazia at this point became aware that she had assessed herself based on a more general knowledge of herself, whilst I had responded more to what I had heard and seen during the assessment. Shazia expressed uncertainty regarding why Rebecca had marked "often" for the criterion. She mentioned that Rebecca had no background knowledge of Shazia, so wouldn't know anything about Shazia that was not reflected in the assessment task.

- Shazia:14**
- T:** Ok. And, and, let's talk now about ones that are different. I can only see one – but I'm not looking very carefully – where we've all assessed differently.
- Shazia:** Ummmm (pause – 6s) Oh here, the last one.
- T:** Mm-hmm?
- Shazia:** "Don't allow mistakes to prevent you from trying again". Umm, when I, when I judged that, I, I thought about how I'm not ready to go back into a dam – that's why I said "not yet".
- T:** Ok, although you did verbalise that you would
- Shazia:** I would.
- T:** Mm-hm? But you think – not today?
- Shazia:** Ja, ja. I would in, in future, but I kind of assessed *today*. You're right. I went for what I would do *now*, in the present. I'm, I'm not sure how Rebecca judged that – I don't know how she did that, but ja.
- T:** (pause – 2,5s) Does she know you? I mean, can she go "ah ja well, she says that now but I don't know..."
- Shazia:** I, I I don't I don't think so, I mean, she she was from a different junior school so we don't know a lot about each other – she's still a new girl, in my eyes, and I'm a new girl in her eyes, so
- T:** Right, so it's not like she's got background knowledge about you to modify her assessment?
- Shazia:** Ja.

(Shazia, (3), T.I.)

Later, when asked if she would like to ask me anything about the way I had assessed, Shazia responded with a comment which summed up her certainty about her own assessment. Rather than asking me why I had assessed her more positively than she had assessed herself, Shazia offered a correction on my assessment. She attributed the inaccuracy of my assessment to a flawed interpretation of what Shazia had said in the assessment task. I asked whether Shazia felt that she understood herself better than I do, and she agreed that this was so.

- Shazia:15**
- T:** Ok. Would you like to ask me anything about the way I've assessed?
- Shazia:** (pause 2s) Umm, (pause – 2s) honestly, not really, it's a bit, some of it is a bit – some of the “oftens” should have been “sometimes”.
- T:** So you think er, my assessment is, uh, a little bit inaccurate?
- Shazia:** A little bit inaccurate, ja, but like, more positive than it should be, I think.
- T:** What do you think is the reason for that?
- Shazia:** Uuhhm, um, maybe when I was telling you my story and I answered questions you interpreted my answers differently than I was trying to put across?
- T:** Ok. So, in a way, you feel like you've got a far clearer sense of yourself?
- Shazia:** I think so, ja.
- (Shazia, (3), T.I.)

It seemed, from Shazia's Teacher Interview, as though she valued self-assessment far more highly than both teacher and peer assessment, as she repeatedly chose her own evaluation of herself over that of her peer and me. However, interestingly, when asked in her follow-up interview what was or was not useful about Self Assessment, Shazia was completely dismissive of the necessity of self-assessment in general. She understood its place given the logistics of my task, but saw very little generalisable benefit.

- Shazia:16**
- You benefit from self assessment, but not doing it doesn't affect you negatively. I don't see the need for you to tell yourself what you thought you were doing. Who does it benefit if you just write it down on paper? How would it be relevant for me to know how I did things during a Geography task? But for this, it was essential, because if I hadn't done the self-assessment then there wouldn't be anything to compare.
- (Shazia, F.U.I.)

Not surprisingly, Shazia commented in her follow-up interview that she thought peer assessment was only useful in a group-work situation so that the teacher would have an idea of how equal each group member's contribution had been:

- Shazia:17**
- In group-work, it [peer assessment] would show how much effort a particular person is putting in to the group-work. So if the whole group had similar assessments about the one specific person, it would help you [the teacher] figure out how equally the workload was shared.
- (Shazia, F.U.I.)

From her dismissal of both self and peer assessment, it would appear that Shazia preferred to be assessed by a teacher and not have this process complicated with self- or peer-assessment. She did express the opinion that teachers were likely to be much more impartial than peers when assessing, and that impartiality was essential when pursuing accuracy in assessment.

- Shazia:18**
- I think a teacher assessment is slightly more impartial than a peer assessment, because with a peer assessment, your friend knows how you would have acted and they mark more leniently if you didn't act the way you would have in another situation... It's unfair – the results aren't as accurate – if you're not impartial.
- (Shazia, F.U.I.)

When commenting on the different forms of assessment, Shazia did not even consider what might be learned about oneself through assessment, which suggests that she did not experience significant learning about herself through this process. Perhaps this was because she seemed unwilling to hear and consider my perspective during the teacher interview, and was, instead, rather focused on justifying her own perception of herself.

2. Learning about the Habit (subject-knowledge)

When the conversation in the Teacher Interview turned to what Shazia had learned from this session, in terms of what she thought now of how she went about Taking Responsible Risks, she reflected on criteria in the rubric on which she had been assessed more negatively, and suggested that she needed improve in those areas. She felt that she had a better understanding of what the criteria in the rubric were referring to (in terms of behaviours in actuality), and that this would be very helpful for her in future.

Shazia:19 | **Shazia:** I don't think I planned properly, but, after this session I think, all of the points are becoming clearer and I think it's going to help me a lot in future. Because, by the looks of it I really do need to work on how I take my risks because, it's, it's they're (the marked criteria) not how I want them to be right now. My planning of things.
(Shazia, (3), T.I.)

At this point, I queried whether Shazia thought that these negative assessments weren't simply a result of a flawed rubric. Shazia's reaction was one of great surprise – a true “lightbulb” moment, when she realised that she could actually question the assessment criteria themselves. This was clearly quite a new idea for her! However, on reflection, she stuck with her initial idea: the assessment tool was sound, and she did truly need to work on the way that she took risks in future.

Shazia:20 | **T:** Do you think that, that what you've just said is true, or do you think that the rubric is, is wrong? I mean, you, you're kind of judging what you're saying by –
Shazia: Oh, yeah! I'm reflecting from the rubric!
T: Mm-hmm?
Shazia: And I answered quite honestly so I think it's true.
T: You think the rubric is fine?
Shazia: Yes.
T: Uh, and it's just that you need to work on it a bit.
Shazia: Yes.
(Shazia, (3), T.I.)

She further reflected on whether her understanding of Taking Responsible Risks had changed as a result of the interview. She described a clearer understanding of the definition of the Habit (what it means for a risk to be 'responsible') and how to attain this: how to make her own risk-taking more responsible.

Shazia:21 | **Shazia:** Um, by looking at the rubric, it shows me that when I do take risks they're not necessarily responsible, and there are simple steps I can take to make them responsible. And, um, just little things I can do to make them more safe to take, and by looking at the rubric I can see, see that.
(Shazia, (3), T.I.)

She partly attributed her deeper understanding of Taking Responsible Risks to the way this assessment task had been structured – a discussion of the Habit, rather than a task which required participants to enact the Habit.

Shazia:22 | **Shazia:** Well, I think, the one that I've learned the most is Taking Responsible Risks. Cos I liked the way we did it today, compared to what we've done in the past. The task itself was the best. We just got to have a discussion! And that was better than, I dunno what else we did – I can't actually remember, but I think this one was the best today cos I actually feel like I've learned something new.

(Shazia, (3), T.I.)

Compare this to her response for the Thinking Interdependently task, which required only application of the Habit:

Shazia:23 | [Question 8: Has this process of assessment, or this reflection exercise, helped you better understand what it means to Think Interdependently?]
Not really...we did team work but it didn't expand my knowledge that much.

(Shazia, (1), S.R.)

It would seem that a missing step for Shazia was reflection. Application of a Habit can only become learning about the Habit when one takes the time to reflect on their performance. As has been shown in this journey, self-reflection is not something which comes naturally or easily to Shazia, and thus she cannot understand the learning opportunity in an application task.

When asked in her follow-up interview if the feedback she had received had been valuable to her, Shazia suggested that feedback on the Striving for Accuracy task had helped her expand her concept of what it means to Strive for Accuracy:

Shazia:24 | I think, with one particular task: the Striving for Accuracy task made me notice that I didn't think everything through properly, because during that task I didn't notice the dictionary, and the laptop and I just didn't approach the task like I should have and the rubric reflected that.

(Shazia, F.U.I.)

3. Learning about assessment:

During the Teacher Interview, Shazia took the initiative to define for herself why the assessments should be “often” or “sometimes” or “not yet”. She endeavoured to differentiate “often” from “sometimes” and “never” and to match the criteria on the rubric with reality:

Shazia:25 | **Shazia:** Ok. “Strive as far as possible to create an environment which is safe, free from judgment and accepting of all ideas, differences, and points of view”: Uh both Rebecca and the teacher said “often” and I said “sometimes”, because in the first risk, I didn't I didn't make sure it was completely safe, so, I, I said “sometimes”.

(Shazia, (3), T.I.)

And,

Shazia:26 | **Shazia:** Here: “Take full responsibility for mistakes and look at them as rough drafts or missteps”.
T: Mm-hmm?
Shazia: I said “sometimes”, and the teacher said “often” and Rebecca said “not yet”.
T: I think, on reflection I would probably change that to a “sometimes”.
Shazia: Ja. Because, I didn't fully take responsibility for my mistake, but I did a little bit, because, I think in the back of my mind I knew he was gonna do something like that, and I just, I, I, I pushed it back and didn't listen to my, what-do-you-call-it, conscience, I don't know
T: I think, ja, I think you were quite accurate there.

(Shazia, (3), T.I.)

While going through the similarities between the criteria on the three rubrics, Shazia discovered that in actuality, the rubrics were more similar than she initially perceived: she had completed her own rubric with very large ticks, and her rubric therefore looked quite different to the others. When she took the time to have a closer look, she was surprised to find how much more similar the rubrics were than she initially thought.

Shazia:27 | **Shazia:** Oh – there's actually quite a lot similar here! It looks a bit weird from the way I'm looking at it.
T: Jaa – I suppose these ticks are so big (Shazia's ticks) that it's –
Shazia: Jaaa.
T: They *look* very different. Mmm-hmm?
Shazia: Maybe I'll tick smaller next time! (both laugh)

(Shazia, (3), T.I.)

In fact, Session 3 produced Shazia's highest percentage of agreement between the rubrics: 65% (as compared with 55% for Session 1 and 44% for Session 2). Perhaps she had become accustomed to noticing how different the rubrics were and this in part discouraged her from inspecting the rubrics closely enough to see the similarities at first glance.

As mentioned above, Shazia also realised that assessment criteria were not necessarily set in stone, and that even these could be questioned. This was a new idea for her, and clearly indicated new learning about assessment.

Finally, Shazia commented, in her Teacher Interview, that throughout this process, she has become a better assessor: more observant and more analytical.

Shazia:28 | **Shazia:** Ja. The assessments are fun. I think it, it also helps us judge human behaviour better.
(Shazia, (3), T.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Throughout her Teacher Interview, as shown in various examples above, Shazia did not let the traditional teacher/pupil hierarchy influence her preference for her own assessment of herself. She was not cowed into accepting my viewpoint simply because I am a teacher, and stood quite firmly by her own perception of herself.

In her follow-up interview, as shown above, she expressed some disillusionment with both self- and peer-assessment. The benefit of teacher assessment, she claimed, is that it is probably more impartial than peer assessment.

Other extracts used in Data Presentation

Shazia:29 | **T:** Mm-hmm. Would you like to ask your friend who peer-assessed you anything about the way that she assessed?
Shazia: Ja, “Take full responsibility for mistakes and look at them as rough drafts or missteps”
T: She said
Shazia & T: “Not yet”
Shazia: I don't know how she marked that. That's what I would ask her.
T: You think it's a bit harsh?
Shazia: A bit harsh, ja.

(Shazia, (3), T.I.)

Shazia:30 | **Shazia:** Most of the time the marks were very different with the three people.
(Shazia, F.U.I.)

Shazia:31 | **Shazia:** There's so much to say, sometimes you just can't put it down in words. You have to do it orally...When I'm talking to someone it's easier for me to describe everything whereas when I'm writing I have to sort the words out in my mind and just figure out what I want to write and I have to prioritise. But when I'm talking to you, it's easier, because I can just have a conversation and add in things that I might not have, in the paper, if I was writing.
(Shazia, (3), T.I.)

Drishya's Journey:

Drishya completed a Teacher Interview after Session 1 (Thinking Interdependently), a Self-Reflection after Session 2 (Striving for Accuracy), and a Peer Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

One noteworthy aspect of Drishya's journey is the degree to which she took personally her experiences and her learning. For her, assessment seemed to be closely tied-in with her self-esteem. Throughout the Teacher Interview, she sought opportunities for self affirmation (without bending the truth, and with a willingness to concede if her evaluation of herself was off). She saw similarly-assessed criteria as very self-affirming:

Drishya:1	Drishya:	Well, um... (long pause – 6s) I... (pause – 3s) Well, I guess it's proving that it's right, in a way. Um, and it shows that what – everyone agreed on the same points, so, which means it's true.
	T:	Do you have an emotional response to it, at all?
	Drishya:	Um, well not really other than just saying that, um, they agree with me that I did put in, like, participation and, umm, I did, like, was willing enough to listen to other people's ideas and stuff.

(Drishya, (1), T.I.)

In the extract above, Drishya uses very affirming words (prove, right, agree, true) to explain the significance which she attaches to similarly-assessed criteria. This is indicative of the self-affirmation which she gleaned from them. On the flip-side of this, she tended to respond to differences in criteria by questioning her own judgment and preferring to accept others' judgments of her as true. When asked what her initial reactions were to the three rubrics, Drishya noted some differences of opinion between herself and her peer, some of which she could understand or agree with, and others not. Her reaction to this was to question her own perceptions of herself, when she compared her assessment with her peer's assessment and mine. She concluded with voicing her confusion as a result of the discrepancies.

Drishya:2	Drishya:	Well, um, when I think about it, I um, I agree with some of the things that Jordan has said but some of them I don't agree with. Like, um, I didn't really ask for others' opinions, you know, but, like, I see that you also ticked that I did, so maybe I just forgot that I did, or maybe I was being a bit modest, I don't know.
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(Drishya, (1), T.I. Emphasis added.)

Above, we see Drishya verbalising that she disagrees slightly with her peer's and my assessment of her as “often” asking for others' opinions, but because her peer and I agreed, she felt compelled to justify why her own assessment might be wrong. However, she can't really come to a definite conclusion in this regard – she is not sure of the reasons for the discrepancy. Drishya's tendency to yield to her peer's and my assessments also appears in her Self-reflection and Peer Interview:

Drishya:3	My teacher said that I achieved some of the things that I thought I didn't, and my friend did as well. Also it might have been the case of me not understanding the criteria which I do understand now.
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(Drishya, (2) S.R. Emphasis added)

Drishya:4	I think that my partner and I had similar decisions on the rubric. My teacher's marking, when
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I read through it, was very fair, and I fully agreed with her.

(Drishya, (3) P.I.N. Emphasis added)

[Note: for Session 3, Drishya and I marked only 4 out of the 10 criteria the same. The rest are marked differently – not radically, but different enough to make the comment “fully agree” quite surprising.]

There were three criteria from Session 1 which particularly confused Drishya, which she had felt were 'non-applicable', and had marked “often” for her self-assessment. The criteria in question were:

Thinking Interdependently Rubric			
	Often	Sometimes	Not yet
6. Be aware of those in the group who seem hesitant to contribute, or who cannot seem to get a word in, and actively and deliberately involve them in group discussions			
7. Take responsibility for monitoring the equality of all members' participation (all members in the group need to take this responsibility)			
8. Learn from and be inspired by the great ideas of the other members of your group			

Drishya was a member of Group A, the group in which Jordan (who was in fact Drishya's partner) struggled to make contributions to the group discussion, and those that she did make were undervalued by her fellow group members. As a result of observing this, I marked everyone in the group down on the criteria listed above – I felt all group members (including Jordan) had a way to go in terms of learning to include everybody in the group. Thus, Drishya and I had very different perceptions on these criteria, and very different understandings of how they related to the reality of the task. However, in the interview, Drishya did not directly state that she disagreed with my assessment. In fact, she broached the topic with an apparent agreement with my assessment, before contradicting herself when she voiced her own, differing, opinion. Perhaps this is an in-built tendency: yield to the teacher, but keep your own opinion anyway. This may account for her – apparently contradictory – first two utterances in the example below:

Drishya:5

Drishya: Ja, and um, **when I think about yours, it kind of makes more sense**, because, um, for three of the criteria I wasn't really sure if it was like not applicable

T: Mmmm

Drishya: Because **I felt that we all did make an effort to say something**

T: Ja

Drishya: So, ja. (laughs)

(Drishya, (1) T.I.)

When Drishya says, above, that my rubric made “more sense” to her, she could have been referring to the overall trend of my marking: on the whole, I had assessed Drishya more negatively than she had assessed herself. Perhaps she felt that she had been unduly optimistic about her own performance when she saw my rubric, and her instinct was immediately to doubt her own assessment, even though, as it turned out, she actually didn't initially understand my reasons for assessing the way I did. She was unsure of how to question the teacher's assessment directly, so couched her disagreement in apparent agreement. As the interview progressed, she became quite enthusiastic about reflecting on her own assessment, finding her opinion of herself affirmed at times, and called into question – albeit in a non-threatening way – at other times. After the first instance of the teacher presenting a different perspective on Drishya's actions, Drishya seems to start reflecting on her other actions in earnest, considering other perspectives, with no prompting from the teacher. Here is the first instance:

Drishya:6

- Drishya:** Well, I felt that I didn't stay focused at some times, on the task, especially for the second one. Because, I kind of, maybe in a way I thought out of the box because we weren't getting the right answer. So, for instance I said, "if the stranger cuts open the car", but I wasn't thinking, because, um, no physical damage was done to the car. So that is, like, something silly that I didn't think about, you know. And, that's why I said that, um, I might have not stayed focused on that particular, question. But, both Jordan and you thought that I did stay focused, so that is a bit of a change. (both laugh)
- T:** I think for me, to, to be unfocused would be saying "what are you guys doing for the rest of the weekend?"
- Drishya:** Ohhh
- T:** You know what I mean? At least you were, um, you were still applying parts of your brain to the question at hand, and sometimes the biggest breakthroughs can come from the silliest ideas.
- Drishya:** Ja, ja!
- T:** So, I don't think you need to / beat yourself up about that
- Drishya:** (overlapping) ...(laughs) worry about it that much

(Drishya, (1), T.I.)

After this, Drishya continues discussing criteria which were assessed differently. She takes the lead in the conversation, considering her opinions, reflecting again on the assessment task and discovering through this exercise that perhaps she overlooked aspects of the assessment task in her own assessment. What is interesting is how eagerly she grapples with the discrepancies between the rubrics, and how increasingly enthusiastic she becomes about re-evaluating her perspective. She speaks in almost monologue-fashion, without really naming the criteria she is reflecting on. Jumbled though it may seem, I have quoted this section of the interview transcription in full to accurately reflect Drishya's torrent of self-reflection.

Drishya:7

- Drishya:** Um, ummm, I did think that I, I might have in one place, or two places, interrupted a person, but I did say that I did put others before myself. And so did Jordan. And um, I see that you said "sometimes", but I, if I think about it now, I did interrupt, like, at least two or three times, and I didn't put down a pin, I just said like, "no but what if" - you know? So, ja.
- T:** Ok.
- Drishya:** Umm, then I, actually over here I said "often", for "Be aware of those in the group who seem hesitant to contribute or cannot seem to get a word in, and actively and deliberately involve them in group discussions. I said "often" because, um, well, nobody was really not talking – like, I mean, everybody was talking. All of us did say something at one point and we all did contribute, that's why I guess I didn't really say "Oh shame, why aren't you saying anything?" or like "what do you think?". Um, but I guess I didn't say that because everyone did make a bit of a contribution. So, ja. And, also, I think the same applied for the next two, which was "all must take responsibility for monitoring the equality of all members' participation"
- T:** Mm
- Drishya:** And also "learn from and be inspired by the great ideas of other members of your group". Because I, um, I did make a bit of – I, Jordan said, uh, the torch, and I was like "no but why would she think of that?" and, which, which, which was kind of wrong in a way, because one of the most randomest things could be the correct thing. So, so, that was kind of wrong because we had multiple questions that we could put down, so she could have just asked that and we could have got it right, which we did at the end of the day. So, ja. Um, I, I felt that I didn't – I don't know

Drishya:7
ctd

why I ticked “often”; I should have said “sometimes”, but um, I felt that I didn't really build on other people's ideas, I was like “ja, ja, ja” - I just agreed or disagreed with it, I didn't say “Why are you saying this” or, um, “I disagree because...”. I just said yes. But I, I did, I do remember saying in like a few places that um, “yes, but it's not bigger than a loaf of bread” or, you know... Um, then, when Jordan said the torch, we were all like – and you said yes, it *was* the object – we were all like “yes, yes, yes” we didn't actually say, well done for thinking about the torch. So, I agree that we should have said 'well done' to her, because, she actually was just like “hey, the torch, why, why don't we say the torch?”, which is quite clever. So, ja.

(Drishya, (1), T.I.)

Above, we see Drishya consider the criteria carefully, recalling as much as she can about what she remembers having happened. However, she does not understand my reasons for assessing her “sometimes” for the criteria mentioned above. New to the semi-structured interview process, I did not take this opportunity to offer her my own feedback. When I asked “Would you like me as your teacher to explain anything about the way I've assessed?”, Drishya again raised the three criteria which she had initially said she thought were not applicable. I gave the feedback on what I had observed during the research session. Initially, it seemed as if Drishya was simply agreeing with me for the sake of yielding to authority, but as the discussion continued, she began to reflect critically on the situation for herself, and the factors which her assessment had not taken into consideration. This is evident below when Drishya starts putting my perspective into her own words.

Drishya:8

- T:** Would you like me to explain anything about the way that, that I assessed?
Drishya: Uumm
T: If so, you can ask me
Drishya: Yes, um, about those three criteria that I mentioned earlier. I was a bit confused by those three criteria, like what they actually meant.
T: Ok, um, the first one, “be aware of those in the group who seem hesitant to contribute or can't seem to get a word in, and actively and deliberately involve them in group discussions”: I got the sense that Jordan was, quite side-lined, on a number of occasions,
Drishya: Ja
T: And I didn't get a sense that the other three of you really acknowledged that and drew her in.
Drishya: Ja, ok, ok.
T: Um, so, I would probably have marked you all the same in that regard, because nobody shone out as, as actively doing that.
Drishya: Ja.
T: Everybody – and it's a similar thing – everybody must take responsibility for monitoring the equality...
Drishya: Ok, ok
T: So yes, of course, she did participate and – I mean, if she wanted to participate more she should have!
Drishya: But she wasn't in there the whole time
T: But, but I felt it was everybody's responsibility to make that happen
Drishya: Ok, ok. Ja that makes more sense.
T: And then, “learn from and be inspired by the great ideas of others” – uh, I suppose that, feeds in to building on other people's ideas, or thinking through them carefully, and you've spoken about that already.
Drishya: Ok, ok, ja.
T: Does that answer your question?
Drishya: Yes it does

(Drishya, (1), T.I.)

Drishya's regular repetitions of “ok, ok” are indicative of her accepting and taking in my feedback. She also puts my feedback into her own words (“but she wasn't in there the whole time”), which suggests that she is internalising the ideas I am offering her. It became clear quite a bit later in the interview that she had been thinking deeply about the discrepancies between the rubrics:

Drishya:9 | **T:** Ok, um, what are you thinking now about how you go about Thinking Interdependently?
Drishya: Um, well, first of all, I think I should, um, think before I say something. And be a bit more patient. Like, I mustn't just jump into it, I mustn't say “No but what?” while somebody else is talking, you know?
T: Mmm.
Drishya: I should think about what I say before I speak. Ja
(Drishya (1) T.I.)

And,

Drishya:10 | **T:** Has this process of assessment, and this conversation in particular, helped you to better understand what it means to Think Interdependently? If so, how?
Drishya: Yes, um, well, I think, when we think inde – interdependently, we need to, um, as you said Jordan was a bit like side-lined, and we should have seen that. Um, it was kind of a bit obvious, because she always just like sat there and then listened and *then* finally said something. So, um, I think, in thinking interdependently, we need to, ask everybody in the group if that specific choice that we made was ok, and we must ask them individually if they have a specific comment on that topic.
(Drishya (1) T.I.)

And,

Drishya:11 | **T:** What have you learned from this process, so far?
Drishya: Definitely to think about others, um, before yourself, and um, consider others – think about others, ja. That's *my* main point, like, um, I I didn't really think about Jordan until you mentioned it, and now that I think about it, and actually picture it, I can see her sitting next to me but being a bit quiet.
T: Mmm.
Drishya: So, I definitely learned that you must include all group members even if you think you are, just double check that you are – that they are ok with that. So, ja.
(Drishya (1) T.I.)

It is obvious from the examples above that my feedback had a profound effect on Drishya. Her perspective on herself and on the assessment task has been altered quite radically through the conversation, and she seems to speak of the limitations of her perspective with regret and frustration (when she says “It was kind of obvious” - it almost seems like she is verbally kicking herself for not realising this sooner). Her changed perspective is something to which she devotes considerable airtime and mental energy. It is clear that she has learned a great deal, about Thinking Interdependently, and about herself. Drishya confirmed with great conviction in her follow-up interview that the process as a whole had helped her to deepen her knowledge and understanding of the Habits of Mind. She also commented that the feedback she had received, particularly in the peer-interview, had had a lasting positive impact on her personally:

Drishya:12 | Jordan one day said 'maybe you should just motivate your answers some more', because I just say something but I don't know how to explain it. So she said you must just try to explain some more so that that person can understand. And that was really helpful cos I think majority of the stuff I said now, I wouldn't really have been able to say at the beginning of the year. So I've become aware that I need to do that, and I'm only aware of it because of Jordan telling me. So it has been helpful.

(Drishya, F.U.I.)

Drishya clearly found it very valuable to hear what other people's perspectives on her are: she addressed this in her follow-up interview as well:

Drishya:13 | I've definitely learned people can have very different ideas to you!" But, "These different ideas can motivate you to move on: motivate you to find out why they've got a different opinion to yours, and you can see which one is more truthful...You need to have a second opinion, because most of the time in life you need to have that second opinion, otherwise you're never gonna know about other options.

(Drishya, F.U.I.)

2. Learning about the Habit (subject-knowledge)

As mentioned above, through the process of Drishya reflecting on herself, and hearing my feedback for her, she visibly deepened her understanding both of herself and of the Habit. I have reiterated some of the key moments of her learning in the extracts below:

Drishya:14 | I mustn't say "No but what?" while somebody else is talking, you know? I should think about what I say before I speak. Ja.

(Drishya (1) T.I.)

Drishya learning not to interrupt others too much was not even something which I mentioned at all. She simply looked at her differing assessments and drew this conclusion for herself, which I think shows interesting maturity in her ability to be self-reflective.

And,

Drishya:15 | As you said Jordan was a bit like side-lined, and we should have seen that... So, um, I think, in thinking interdependently, we need to, ask everybody in the group if that's ok, like if that specific choice that we made was ok, and we must ask them individually if they have a specific comment on that topic.

(Drishya (1) T.I.)

And,

Drishya:16 | I didn't really think about Jordan until you mentioned it, and now that I think about it, and actually picture it, I can see her sitting next to me but being a bit quiet. So, I definitely learned that you must include all group members even if you think you are, just double check that you are – that they are ok with that. So, ja.

(Drishya, (1), T.I.)

The last two of the three extracts above came out of my feedback to Drishya, which she then thought deeply about. It is very clear that the process of dialogical assessment was instrumental in allowing Drishya to expand her knowledge of Thinking Interdependently.

3. Learning about assessment

Drishya reflected in her follow-up interview that she had found the self-assessment difficult because she struggled to distinguish the truth about herself from simply being "boastful", which suggests further that she trusted her own perception of herself less than she trusted the perceptions of others.

Drishya:17

You don't know if you're telling the truth or if you're just saying something that you can feel good – you don't want to feel boastful.

(Drishya, F.U.I.)

However, she also commented that when doing her self-assessment, she fluctuated between knowing that she was being truthful, and then being filled with doubt.

She also mentioned that not concentrating during the task made her insecure afterwards as to how to assess herself. However, she did say that the process of self-assessment became increasingly easier for her throughout the process. In fact, she mentioned thinking that she and I would assess her more similarly now *because* her own ability to assess has improved:

Drishya:18

Ja, definitely, because I understand more or less how to assess, because I know what to think about and what I should be assessing.

(Drishya, F.U.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Drishya indicated in her follow-up interview that she values teacher assessment very highly, and perhaps this accounts for her yielding to her teacher's opinion in the Teacher Interview:

Drishya:19

Teachers are more knowledgeable than us, cos, ja they are teachers! And they learn about us, they get to know us better, and when you assess yourself and the teacher assesses you, I feel like the teachers concentrate more on the criteria. Also, they can lead us in the right direction, they're like our motivators kind of thing.

(Drishya, F.U.I.)

This yielding to a traditional teacher-pupil hierarchy is significant in terms of understanding the value of teacher interviews. Pupils need to feel that they can voice their opinions honestly, and not feel that anything they say is wrong if the teacher's opinion is different, otherwise the whole exercise of negotiated assessment will be entirely superficial. However, it must also be taken into account that this interview was conducted after the very first research session, and early in the pupils' first year at the high school: I was still very new to the pupils (compounded by the fact that Drishya is not in my English class, as some of the participants were, and which afforded those participants better familiarity with me). It may well be that Drishya felt nervous at the beginning of the interview for these reasons. She appeared to share more openly as I presented Drishya with different perspectives, and reflected at the end of the interview that she had found the Teacher Interview an enjoyable experience in which she could voice her opinions openly and honestly:

Drishya:20

T: Is there anything that you disliked about this process, or this conversation?

Drishya: Not really, actually it was nice, because I felt that I could say whatever I could, to you, and trust that you wouldn't go blurt it out to any of the other teachers, for example, you know?

T: Mmm.

Drishya: So I enjoyed it.

(Drishya, (1), T.I.)

She described that the benefits of self-reflection are that it allowed her to get to grips with her own thoughts about herself, however after her self-reflection she was curious about why other people had assessed as they had, and if they thought the same things about her. She suggested that if there were to be a preferred order, self-reflection should be completed after the peer interview and before

the teacher interview, so that your opinion of yourself is tempered by the opinions of others. Other research participants, however, claimed the opposite: that self-reflection would be best if completed first, so that one can have a clear idea of who one is before comparing this perception with others' perceptions.

Other extracts used in Data Presentation

Drishya:21	Sometimes you don't know what to answer so you just write something because you don't know what to say. I didn't know whether to tick something or not because I never concentrated. After doing a task, I would find it difficult to reflect back on it.	(Drishya: F.U.I.)
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Drishya:22	If we had to do the dares I would have been a bit uncomfortable.	(Drishya, (3), S.R.)
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Lesego's Journey

Lesego was absent for Session 1 (Thinking Interdependently), after which she was scheduled to do her Peer Interview. She attended Session 2 (Striving for Accuracy) after which she completed her Teacher Interview, and Session 3 (Taking Responsible Risks), after which she did her Self Reflection. She also missed Session 4 (Who Wants to Be A Millionaire?).

1. Ability to learn about self; shifting of own perspective

When asked what her first reactions to the three rubrics were, Lesego expressed surprise that three people could see things so differently.

Lesego:1	T:	What surprises you, specifically?
	Lesego:	That, um, we, 'cos there was only three people, and our minds are so different from what we think, um – we have different perspectives of what we see, of how we see, um, certain situations. So we ticked, (laughs) in different ways.

(Lesego, (2), T.I.)

Her perspective of herself was fairly deeply entrenched, and it seemed from her comments that she has constructed her sense of self largely from what teachers have said about her in the past, in her reports and in class.

Lesego:2	T:	“Ask others for feedback and correction”?
	Lesego:	Ja. “Sometimes”
	T:	(pause – 2s) Did we all say “sometimes”?
	Lesego:	Ja.
	T:	And what does that – what's your reaction to that?
	Lesego:	Um, I don't know what to say, because, I ticked “sometimes” cos I didn't really ask people for feedback, and I think people pick that up, quickly, that I don't ask people for feedback. I mean, cos I'm very – people – on my report, they said I'm very reserved. I think that's part of why people mark “sometimes”, because I don't really ask for feedback.

(Lesego, (2), T.I. Emphasis added)

Lesego therefore understood her performance on one of the rubric's criteria (“Ask others for feedback and correction”) through what her teachers had said about her in her report. Her frame of reference was determined by her teachers' perceptions of her as being reserved. She had clearly constructed this and other aspects of her story over years of experience, as she labeled herself and spoke of events which seemed to repeat themselves in her life. She also spoke about her tendency not to finish work as a given; something which is a fundamental part of her story.

Lesego:3	Lesego:	Um, I think it's because I don't usually complete work faster than others, 'cos I'm a perfectionist . And, I get used to it but I thought this time I was gonna finish it. And I didn't, which happens often – but I get used to it . Because it happens often .
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(Lesego, (2), T.I. Emphasis added)

When I asked Lesego if she would like to ask her peer anything about the ways she (the peer) had assessed, Lesego seemed inclined to dismiss other people's perceptions if she couldn't understand them, rather than to attempt to learn from them. I have no way of knowing whether this was because she felt a bit threatened by other people's opinions, or because she felt completely self-assured to the extent of not even needing to listen. The differences in the rubrics confused her, and perhaps she preferred to shut out the confusion, like Shazia, and not try to understand it.

(PTO):

Lesego:4

T: Would you like to ask your partner who peer-assessed you anything about the way she's marked?

(pause – 2s Lesego shakes head)

T: You sure?

Lesego: Because it's her opinion.

T: Ja, but I mean, who's right, in that case?

(Lesego non-verbal response – shrugging)

T: So how do you know?

(pause – 2.5s)

Lesego: Um

T: I mean if everybody tells you different things, does that help you to move forwards?

(pause – 3.5s)

Lesego: (uncertainly) I guess...? (pause 2s) Um it depends. If I know what they're saying is wrong, then, um, I don't take it in. If I, like, look at the situation and, I see that, ok some of the things that they say was true, is right, then, *then* maybe I'll go deeper into it. But if it's just like general, and they just th – that's what they think, then it's their opinion and I leave it in their hands.

T: Alright, I mean I'm just looking at some of these things where you've marked “often”, and she's marked “not yet”: don't you think it would be important to say to her “why did you say 'not yet'? Didn't you see that I did xyz?”

Lesego: Jaahh.

T: Because what, what all the writing about Habits of Mind says, is that we're supposed to assess it by, you assess yourself, or through peer assessment. But if you can't trust your peer – if you say “ah that's her opinion”, then the assessment isn't valid. Then, you're saying, the assessment doesn't count. So how can we make assessments count?

Lesego: Um, I think, ok, after the ticking, we should um, come together and talk about why – why the person feels this and what they were thinking while they were ticking, and what I was thinking, while I was also ticking, so that we can, come to similar terms and understand what was happening while they were like er ticking.

T: Mm-hmm? Ok. Do you want to ask me anything about the way I assessed?

Lesego: Nooo.

T: You sure?

Lesego: Mmm-mmm. ('no')

T: This is your chance?

Lesego: Mmm-mmm ('no') Because you explained why, when we went through the ticks you explained but she wasn't here, so she didn't explain.

T: Right, so we were missing her voice

Lesego: Yes.

(Lesego, (2), T.I.)

It became clear to me through this exchange that dialogue was crucial for Lesego, in order to understand others' perspectives and learn from them. Without the opportunity to hear others' differing opinions, she was more likely to dismiss them completely and therefore not learn anything at all. However, she did seem hesitant to take the initiative to question others' assessments of her. Throughout the interview she only asked one question, which was about changing the rubric. She

did not ask me to explain anything about my assessment of her, even when given the opportunity. However, I had offered explanations of my assessment automatically, and she felt, having heard my explanations, that she understood enough. This helped her to accept and learn from my feedback. However, after Session 3, when she completed her self-reflection, she did not have access to this feedback from me or from her peer, and reverted to explaining away discrepancies as differences of opinion:

Lesego:5 [Question 3: Now look at the criteria that have been assessed differently. What ideas do you have about why the criteria were assessed differently?]
Well, I think that people have different opinions and views about each other.
(Lesego, (3), S.R.)

It is unfortunate, therefore, the Lesego was absent for the first session, after which her group did Peer Interviews. Perhaps having a chance to engage with Parvani after Session 1 would have helped her to make sense of Parvani's perspective in sessions 2 and 3, and therefore not disregard it simply as "her opinion". However, a development from the second to the third session was that after Session 3, she was at least curious to question her peer on one differently-assessed criteria:

Lesego:6 [Question 4: Would you like to ask your friend who peer-assessed you anything about the way she assessed? If so, what would you like to ask her?]
Yes, why does she think I sometimes challenge myself to act despite my scepticism?
(Lesego, (3), S.R.)

It has been shown above that Lesego did not often feel it necessary to try to understand others' assessments if they were too different from her own, and if she had no basis for making sense of the assessments. In her follow-up interview, she examined the tension between peer- and self-assessment. However, she was quite pragmatic about this fact, and she reflected on the need for a diversity of opinions.

Lesego:7 People are different and people have their own opinions and people have their own ideas in their minds. I think it's a good thing that people are different because if people were all the same it would be boring.
(Lesego, F.U.I.)

Of course, in an ideal, objective assessment, "opinions" would not come into the assessment at all. However, assessments of something as internal as Habits of Mind might seem to be quite subjective, and this is possibly what Lesego is highlighting in her quote above. Nevertheless, a shared understanding of the criteria on the rubric can ensure that all markers have a clear sense of what counts as achievement in the Habits of Mind, and with a shared understanding, discrepancies in the rubrics should be attributable more to differing *perceptions* than differing *opinions*.

She was also very open to the fact that both peer and self-assessment have their limitations. Peer-assessment, she claimed, is likely to be flawed if the assessor does not have sufficient background knowledge of the person being assessed. When she encounters assessments which she cannot understand, or with which she disagrees, she feels inclined to disregard them completely.

Lesego:8 What if that person doesn't even know you? Or what if it was the first time you did that thing and you were panicking and nervous, and then they just mark you on how you performed on that day, but on an everyday basis you're actually different. So sometimes they can get it all wrong. Sometimes I thought that Parvani's assessment of me wasn't fair, and I thought I wouldn't listen to her because I know myself and everything, and I blocked her judgment out.
(Lesego, F.U.I.)

Self-assessment, on the other hand, is prone to inaccuracy if the assessor/assessed doesn't have enough insight into themselves to distinguish who they are from who they want to be.

Lesego:9 | Sometimes you lie to yourself, cos we think about ourselves as the person we want to be, but then when you look at yourself you're actually not there yet, and you lie to yourself and tell yourself you are, but in real life you're not.

(Lesego, F.U.I.)

However, when asked, she could not identify any limitations of teacher assessment. This point will be addressed in point 4 below ("Ideas about, and shifts in, teacher/pupil relationships around assessment authority").

She also mentioned that she had felt quite insecure when she completed her first self-assessment: she could feel that she wasn't assessing herself honestly, but rather was allowing her assessment to be swayed by what she thought I, as the teacher, might say. However, in the third session, she felt a much stronger sense of herself as her own assessor, and found this quite empowering.

Lesego:10 | In the Striving for Accuracy one, I was not really staying true to myself. I just marked what I thought other people thought. I didn't self-assess. I thought 'What would ma'am mark me?' And then when I got it [the teacher's rubric] it was completely different. So when we did Taking Responsible Risks, I started thinking, 'What would Lesego think and what would she mark?' and I marked off the things that I thought and I was fine with it.

(Lesego, F.U.I.)

However, she went on to explain that the more people there are who agree on an idea, the more true it must be:

Lesego:11 | Let's say a lot of people think the same thing, then you actually know what you're actually doing wrong.

(Lesego, F.U.I.)

This indicates that Lesego believes that assessment from one perspective is incomplete. However, from the discussion above, it is clear that Lesego also thinks that assessment from multiple perspectives is also incomplete if time is not taken for learners to hear and learn from different perspectives. Lesego also pointed out that she personally values using dialogue as a means of bringing perspectives together and learning from others.

Lesego:12 | What I do is I would actually go to the teacher and say 'what went wrong?' 'what did I do wrong?' 'what didn't you like, what did you like, what can I work on?' so that next time when I hand in the essay I know what is required in the essay.

(Lesego, F.U.I.)

It has been shown above that Lesego's perception of herself is fairly firmly set (although it is made up of an accumulation of others' perceptions of her), and she is only able to extend or challenge this perception of herself if she *understands* the perceptions of others. This understanding can only be facilitated through dialogue. In the absence of dialogue, Lesego is inclined to disregard others' perceptions and refuse even to attempt to consider them.

2. Learning about the Habit (subject-knowledge)

In the Teacher Interview, with prompting from me, Lesego started to tease out what distinguishes a "sometimes" from a "not yet" and so on, and she began to match up the assessments with incidents from the task, and from her own life, which would justify these assessments.

Lesege:13 | **T:** So, why “sometimes”, why not “not yet”?
Lesege: (pause – 2s) I don't know – um, I think it's “sometimes” because usually, they tell us “ok you guys can share your answers” – then I start talking. I won't be like, “um, guys, is thisthisthisthisthis – I need help with this thisthisthis!” I just do it alone until someone says “guys, can we share our ideas?” *Then* I start talking, and, ja, I, need encouragement to do something, I won't do it on my own.
T: Were there times in this task that we did this m – ah, just half an hour ago, that you a- asked for feedback?
Lesege: (pause – 3s) Only what you said th – only when you said that you guys can share your answers. *Then*, I / started asking for feedback
(Lesege, (2), T.I.)

And,

Lesege:14 | **T:** We all said “sometimes” (pause – 2.5s) So why, why do you think it's not “often”, why do you think it's not “not yet”
Lesege: (pause – 7s) I don't know
T: Di – did you feel as though you understood the instructions clearly before you begun?
Lesege: I guess. I understood the part that we had to like edit it, but I didn't know how to, in what way we could edit it, so I get really stuck, sometimes, because, sometimes, because I – s, it's either that I look too much into the question, or I don't look at the question at all. Then I just think my own thing and start doing my own thing
(Lesege, (2), T.I.)

Lesege showed significant frustration that she had not been able to complete the task in the allocated time, particularly because her inability to finish tasks was an entrenched part of her own story about herself. Her task had been to edit an article on Desmond Tutu, and she found she was unable to get beyond the first few sentences of the article due to her second guessing herself forcing her to go back and check them again and again – her desire to ensure that each sentences was completely accurate ended up preventing her from producing an accurate product. When she brought this up, it led to a discussion about various types of accuracy, and ways of striving.

Lesege:15 | **T:** (has noticed that she did not mark the criterion “Experience or express dissatisfaction with incomplete or sloppy work”) Oh, I left this out – I didn't even mark it, and I would say *that* (ticks the “sometimes” column). So then that becomes the same for all three.
Lesege: Mm-hmm
T: Were you dissatisfied? (pause – 3s) that you didn't get to complete it?
Lesege: (non-verbal response - shrugging)
T: Why?
Lesege: Um, I think it's because I don't usually complete work faster than others, 'cos I'm a perfectionist. And, I get used to it but I thought this time I was gonna finish it. And I didn't, which happens often which is – but I get used to it. Because it happens often so....
T: But you find it, frustrating, that you work more slowly because you work more thoroughly?
Lesege: Non verbal response (pause 5s)
T: Mmmm (pause 3s). Obviously, under, I mean you get different, scenarios that require you to strive for accuracy, and, and you'll probably need to strive differently, in those different scenarios. So if you had – If I gave you this and I said “go home, and check it and come back to me on Monday”, maybe you would have had the time to be thorough. But sometimes in a – in a task that's time-bound, maybe your striving for accuracy needs to be different? In order not – in order that you're able to at least finish the task.

The extract above shows that Lesego's own tendency was to overthink the question, second-guess her answers and then get stuck. Thus, in attempting to strive too hard for accuracy she actually tripped herself up and ended up handing in incomplete work. Lesego responded to my suggestion of different types of striving for accuracy with enthusiasm. She recalled a strategy introduced to her by a previous Art teacher who encouraged her to work under pressure, and she found that she was able to break out of her discouraging cycle of not finishing work when she didn't give herself time to overthink the task and second-guess herself. It was clear to me from the way she told the story that this teacher had had a big impact on her, and she took hope and encouragement from the lesson she learned from him.

- Lesego:16**
- Lesego:** And I find it kind of funny because when um, when I'm (inaudible, stammering) – say I'm put under pressure then I work faster. And, it's more accurate, when I work faster and I'm under pressure, and I know that “no, this is due *now!*”, then I work faster and then I end up getting everything right, and I don't understand what happened then, my teacher explained that some people work better when they're under pressure. 'Cos, um we were doing an art thing, and I usually take my time, because, I want the lines to be perfect and everything
- T:** Mmm
- Lesego:** And then after the – he gave us, um five minutes to complete a drawing, and then I – just did it and then he said “It's funny how people can do so – good things, under pressure”.
- T:** Do – do you think that you doubt yourself? That you trip yourself up sometimes if you have too much time to think about it?
- Lesego:** Jjaa. Because I overthink the question, or section, or anything. When the, but the answer's right in front of my eyes. Then I look at the answer and think “no, this doesn't make sense” so I have to go back, and then I get the wrong answer, when I have the right answer right in front of me.
- T:** Wow, so you start second-guessing what you – what you / already know
- Lesego:** Ja, ja.
- T:** Ok. That's interesting, because striving for accuracy does require you to second-guess sometimes. It does require you to say “Mmm, do you really spell that word like that?” But not every single word, because then you'll never (both laugh) – You'll never live, you'll never get through anything! So, so maybe our rubric, is, is incomplete. Maybe our understanding of Striving for Accuracy is not big enough for, for what it really requires? We'll talk about that just now.

(Lesego, (2), T.I.)

It seems that this task and this conversation helped to remind her of the strategy to which her Art teacher had introduced her, and by the end of the interview she had committed to this strategy.

- Lesego:17**
- T:** That's interesting. Ok. (pause – 2s) Is there anything that you disliked about this process, or this conversation?
- Lesego:** I liked the conversation. It's just that, um, with the task, I think: more time!
- T:** Ja.
- Lesego:** Ja. Ja. Or, or maybe *less* time! Cos I work better under pressure! (both laugh)

(Lesego, (2), T.I.)

The tendency of hers to over-strive for accuracy led to some differences in her rubrics, which we needed to discuss.

Lesego:18 | **Lesego:** Ummm, (pause – 4s) “Check your work again”
T: Mm-hmmm?
Lesego: Um I said “often”, she said “sometimes” and you said “sometimes”.
T: Ok?
Lesego: Um, I think I did check my work, because I didn't even finish – that's the thing, I didn't finish – that's why I said “often” because I checked it over and over and over again.
T: Right. But some aspects of it, you didn't /check over and over again
Lesego: Ja, exa- ja. So, ja.

(Lesego, (2), T.I.)

We also needed to spend some time aligning our ideas of what exactly three of the criteria on the rubric were referring to. During the first example below, however, Lesego says very little. It is unclear whether she has really taken in any of what I say. (PTO)

Lesego:19 | **Lesego:** Umm (pause – 6s) “Establish standards of excellence”. I said “sometimes”, um, she said “not yet” and you said “sometimes”.
T: Alright. So what were you thinking when you ticked sometimes?
 (pause – 2s)
T: What made you think you sort of did that?
Lesego: Because I, er, uh, when it said “Establish standards of excellence” and I said “sometimes”, I uh, I was thinking about how many things I got right.
T: Mm-hmm?
Lesego: And then I was thinking that I didn't look at everything and I was thinking that I only got like two things right. So I wrote “sometimes”. So, that's what I was thinking.
T: Mmm.
Lesego: So, ja.
T: What, what this criteria is actually referring to, um, it's similar to what you're saying but it's a little bit different: that if you think something is wrong, you need something right to compare it to. Otherwise how would you know? Does – do you know what I mean? So, “standards of excellence” means, you need to know what is right, somehow, whether it's by looking it up on Google or by looking in the dictionary, before you can understand how that relates to what you've done. Does that make sense?
Lesego: Mm-hmm
T: So if you can establish, 'how can I find out what the right answer would be?' then you know how to make your own work right.
Lesego: Ja.
T: And you did that, when you went and counted – went and checked Banthati's birthday. It was *you* who went and checked?
Lesego: Ja.
T: So, so you – you didn't know the answer, so you thought, *that's* the exemplar – that's where I – where I know.
Lesego: Ja
T: So that's why I said “sometimes”. I'm not sure why your partner said “not yet”. Maybe she didn't think you were referring enough to other things?
 (pause – 2s)

(Lesego, (2), T.I.)

However, the more criteria we went through which had been understood differently, the more able Lesego became at identifying her own definition as well as taking in my definition.

Lesego:20 | **Lesego:** Um (pause – 6s) “Attempt – attempt to meet or even surpass your standards of excellence. Aim for higher than the average”

T: Ja, we were all different there as well, huh?

Lesego: Jjjaaa.

T: So ja, what did you say?

Lesego: I said “often”, and she said “not yet” and you said “sometimes”, yes.

T: Did you feel – I mean, what you say is that you did feel that you attempted to surpass your standards of excellence?

Lesego: I think I tried cos it's better than what I usually do. When I'm not under pressure, when I'm just doing something, it's ok, and ja that's why I said “often”, because, (pause – 2s) ja, I think I got somewhere!

T: Ok!

Lesego: Ja.

T: Do you normally proofread your work before you hand it in?

Lesego: Sometimes (laughs)

T: Ok

Lesego: – not often! Um, um it depends. If, if it's, it it depends. If I really wanna go through it and I think that that I *need* to go through it, then I'll go through it. If I don't think I need to, I don't, then I leave it.

T: Mmm

Lesego: Ja.

T: Because for me, even just you taking the time to read through those articles, and, you know highlight things and underline things, that to me suggested that you were attempting to surpass your standards. I mean, you could've just gone “Ag, I'm sure it's right. I'm sure most of it's right” - you know what I mean

Lesego: Ja

T: So that, for me, that's the striving part. You *were* striving.
(pause - 2s Lesego non-verbal response)

T: Mm. And again, I'm not sure (laughs) why she said “not yet”

Lesego: Mmm-hmmm!

(Lesego, (2), T.I.)

My reference, in the lines above, to “the striving part of Striving for Accuracy” did in fact leave quite a lasting impression on Lesego, who returned to the idea later in the interview. She reflected on the homework I had given them to do in the Striving for Accuracy lesson, to write 13 lines on how they strove for accuracy each day for the next week, and she realised that she had written about examples of her being accurate, rather than examples of her striving for accuracy.

Lesego:21 | **T:** Ok. Has this process of assessment, and this conversation, helped you to better understand what it means to strive for accuracy?

Lesego: Jaaa. I guess – because um when you gave us the task, to write the thirteen sentences and everything – when you said, um, write how you strive for accuracy, I was thinking that how we, we went about, to get to, the thing that we were struggling with, or, we were busy with. And I wasn't really concentrating, and I just wrote about what I got right. I didn't write about how I *strived* for it

T: So you now understand better the striving aspect?

Lesego: Mm-hmm.

(Lesego, (2), T.I.)

She also mentioned this in her follow-up interview:

Lesego:22 | With striving for accuracy, I didn't actually know how to actually get there, and with the programme, well doing the assignment things [research tasks], I found different other ways [of striving for accuracy].
(Lesego, F.U.I.)

When Lesego and I got to discussing the third criteria we has assessed differently, she was able to identify her own definition, listen to my definition and challenge it – a dramatic change in her ability to engage with the process since the first criteria, about which she said almost nothing.

Lesego:23 | **Lesego:** “Request opportunities to improve your – upon your work”: I was gonna say “not yet”, I dunno why I said “sometimes”
T: Why were you gonna say “not yet”?
Lesego: Because, I didn't ask for any – for anything, to improve my work. So, I was gonna say “not yet”.
T: Ok. (pause – 2s) I thought you – you requested the opportunity to look around the classroom, I mean you said, “do we need to look around?”
Lesego: Ohhhh!
T: So in that way, you made an opportunity for yourself to – to be accurate (pause – 2.5s)
Lesego: (softly) Ok
T: That's what I was picking up
Lesego: Cos when (stammering) I requested opportunities to um um, improve upon your work – I usually think it's at the end of your work. And let's say you get a bad mark, and you wanna ask the teacher to improve that mark, and do things differently. That's how I saw it, so...ja.
T: Ja. That's definitely what it refers to, and, and maybe we could say then that that was not an applicable criteria to include in the assessment, because you didn't have time to, to finish it, and then say to me “can we do it again?”
Lesego: No
T: 'Cos I would've said “No!” (laughs) “We've gotta move on – time is ticking!”. Um, but I think that during the task you did request an opportunity – of sorts. But you understand this criteria right.
Lesego: Mmm-hmm?
T: Don't, don't let me confuse you.
(Lesego, (2), T.I.)

Of course, in the rushed modern world in which we live, there is seldom time to request opportunities to improve on one's work after it has been completed. Finding and taking advantage of opportunities to improve on one's work as one goes along is an important skill, which the rubric could possibly be adapted to include (or, this particular criterion would be extended to include).

Lesego mentioned in her follow-up interview that she valued the research sessions primarily as extensions on the Habits of Mind classes. She found the research sessions taught her more than the classes because we had time to discuss things.

Lesego:24 | It was an extension of the classes, but different in that we had time to discuss everything and in class we didn't have time to do everything.
(Lesego, F.U.I.)

She indicated that her attitude and approach to other assessments in school had changed as a result of the Habits of Mind classes and the reinforcement of the research session tasks.

Lesego:25

We were writing a Science assessment a few days ago, and I was thinking back to what we did in HOM that might help me with this assessment. So I thought, 'Ok, Striving for Accuracy', then I went through the paper, and after I looked at the questions then I went through it again, and I started highlighting the important parts and what I actually needed to do in that question. And then I started breaking it down *slowly*, and not like rushing through everything. And then afterwards, I looked through it again to see if I actually did the right thing. And I realised that it actually does help, because for once in my lifetime I was like positive that 'this paper is actually going to be good!' I felt positive about it. I think it has helped.

(Lesego, F.U.I.)

Lesego went on to explain, proudly, that her teacher had congratulated her on this strategy in front of the class, and she described how affirmed she felt by this experience. She indicated that she has become far more interested in how her work is marked, and far more motivated to go through her work to see how she can improve.

Lesego:26

Nowadays when a teacher marks my work, I actually go through my paper. I never used to go through my paper, but now I actually go through my paper to see what went wrong, and if an answer looks right, I go up to the teacher and ask 'why is it marked wrong? Explain to me, because it sounds right', and then they explain to me that I had to write it in the *right way* – that I wrote the right answer, but I didn't write it in the right way. Then I start to understand, then I make a note for myself for next time that I have to write it how it's supposed to be written or else I'll lose marks 'cos of careless mistakes. So now, I take caution of what I did wrong and I shouldn't do it again or else I'll lose marks.

(Lesego, F.U.I.)

3. Learning about assessment:

Lesego questioned the rubric and the assessment process quite enthusiastically. An interesting discussion took place about the need for certain criteria to be crossed off as “non-applicable”:

Lesego:27

Lesego: Sooo, um, couldn't we change the last two to make it applicable for everything? Or not? Cos, um, was the rubric made for every task that you get for striving for accuracy?

(T nods)

Lesego: So I was thinking, if this rubric was supposed to represent everything that you do to strive for accuracy, why are these two not applicable?

T: I think, the reason that I think they're not applicable, um is because, the second-last one is “write not only your answer but also your working out”.

Lesego: Mm-hmm?

T: So that you can go back and check your method. Now you can understand how that would be really useful in maths – cos if you just write your answer, your teacher doesn't know, and nor do you when you go back a week later, what made you get to that answer, whether you got it wrong or right.

Lesego: Mmm.

T: But when it comes to checking the grammar of an article, it's difficult to show your working out. So you found this correction: “to have helps” - should have been “to have helped”.

Lesego: Mmm-hmmm.

T: But how did you work that out? (pause – 2.5s, then both erupt laughing as Lesego shrugs)

T: So in some situations, that's really important, but in others, it's not really very useful. And then the last one is “learn from your mistakes to avoid making them again”. Now I think you have learned from some of your mistakes, but, I didn't see that in the task.

Lesego: Mm-hmmm.

Lesego:27
ctd

T: Because, now if we do another one, you'll go about it slightly differently, because you've learned from your mistakes.

Lesego: Um, learn from your mistakes to avoid them again... Can't you not like write that it's not gonna be part of the rubric? Because **if someone took my paper, and they were marking according to the rubric, they don't know exactly if I was learning from my mistakes or not**

T: Exactly

Lesego: So, this one is, **wouldn't it be *after* the task and *after* you got your marks and everything?**

T: Even when we do the next task, then I can see – oh, I remember you made this mistake last time but I can see you avoided it this time.

Lesego: Mmmm.

T: But because we've only done one, we've got nothing to compare it to – do you see? So in *this* case, I think that's an irrelevant criteria. But if we were doing a repeated thing, then it might be relevant. Does tha – does that answer your question?

Lesego: Mmm-hmm!

(Lesego, (2), T.I.)

It is clear in the extract above when Lesego starts to explore the ideas I present to her in her own words (see emphasised sections) that she is grappling with the essence of these criteria. She doesn't quite understand my explanation at first, but once she has put it into her own words she is able to understand where I am coming from. Thus, *only through dialogue* was Lesego able to make sense of these two criteria. This further highlights the importance of dialogue in understanding the criteria; the very essence of the Habit being assessed.

In Session 3, Lesego wrote in her self-reflection that she would like to make an addition to the Taking Responsible Risks rubric. This is significant for me, as it shows that she took an active interest in the assessment criteria, and felt a certain degree of ownership over the rubric.

Lesego:28

[Question 7: Would you like to make any changes to the rubric?]
I would add one more that says “Just do it”

(Lesego (3), S.R.)

I should add, however, that Lesego's addition to the rubric, “Just do it” rather contradicts the very essence of Taking *Responsible* Risks, so her suggestion indicates clearly that her understanding of the Habit needs work! Significantly, this thought could not be challenged or extended by myself or her peer because she was not able to converse with either of us for this session. Perhaps, as occurred in her teacher interview extract above, she needed feedback and dialogue in order to understand the Habit more fully. However, what *is* significant is that she feels involved enough in the assessment process to add her contributions to the rubric.

As mentioned above, Lesego seemed quite pragmatic about assessment – she did not allow herself to become emotionally disrupted by discrepancies in the rubrics which she did not understand – she simply disregarded them and moved on. This pragmatism was also evident when Lesego reflected on self-assessment, and she made a distinction between “judging” herself (which has emotional and negative connotations) and “evaluating” herself (which has more objective and less emotive connotations).

Lesego:29

It's not like I judged myself, I *evaluated* myself.

(Lesego, F.U.I.)

This suggests to me that Lesego did not find the assessment process to be a significantly emotional or threatening experience.

She also did not allow others' assessments to disrupt her confidence in herself, although she stated in her follow-up interview that she was able to receive feedback and use it constructively.

Lesego:30 | I used your two rubrics to know 'Ok, this is what I need to improve on; this is what's fine'. So I took that feedback and started working on those things. I took it in a positive way, I didn't take it in a negative way, and I tried to use the criteria in my everyday life, and I think it's better that way.

(Lesego, F.U.I.)

Thus, Lesego approached assessment in a cognitive rather than an emotional way, and this helped her to maintain her perception of herself despite information to the contrary. When she was able to decode and examine contrasting perceptions of herself, she was able to incorporate new ideas into her sense of self, and her sense of the Habit.

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

As shown above under “Learning about the Habit (subject knowledge)”, Lesego initially did not contribute much to the discussion. In fact, she said so little that it almost seemed as though she was hardly listening. However, by the end of the interview she had not only challenged my own definition of one of the criteria on the rubric, but she had also taken the initiative to question the rubric and the assessment process. Perhaps in the duration of the interview, she adjusted her understanding of how teachers and pupils should engage (teacher talks, pupil listens) and came to understand a more equal relationship; one in which her own opinion mattered very much.

She also, as mentioned under “Learning about Assessment” became more comfortable in her role as assessor – comfortable enough to challenge and add to the assessment rubric.

However, despite feeling confident to consider herself a significant role-player in the assessment process, she commented in her follow-up interview that it was the teacher's assessment which was the most important generally, as they have automatic authority, as teachers, and also because they are older and wiser.

Lesego:31 | Well they're the head, they're the boss and everything, and they're always right, and what they think about you is what you have to work on. I value older people's opinion because I think they're wiser. They actually look at you and see how you performed. They do teach you and everything and they see if you're improving or not and what they think you need to work on, so I really do value their opinion.

(Lesego, F.U.I.)

Lesego, much like many others in this study, valued the teacher's assessment more highly than self- or peer-assessment. She felt that teacher assessment adds a level of certainty where there is uncertainty, as their assessment takes precedence due to their experience in teaching as well as in life. Teacher assessment is therefore a fundamental part of schooling, and cannot simply be done away with for the sake of equalising the power relationships in the classroom. Rather, that power should be equalised through dialogue about assessment. Such dialogues are opportunities for subject-knowledge to be challenged, distilled and broadened, and they also demonstrate to learners that their voice, and their opinions, are crucial to the learning process.

Other extracts used in Data Presentation

Lesego at one stage in the teacher interview made use of background knowledge to validate her own and others' assessment of her, on the criterion "Ask others for feedback and correction".

- Lesego:32**
- Lesego:** Um, I don't know what to say, because, I ticked "sometimes" cos I didn't really ask people for feedback, and I think people pick that up, quickly, that I don't ask people for feedback. I mean, cos I'm very – people – on my report, they said I'm very reserved. I think that's part of why people mark "sometimes", because I don't really ask for feedback.
- T:** Ok, I mean that's interesting because Striving for Accuracy *seems* like an individual task, don't you think? You know if you want to get it right you might as well get it right? And yet, sometimes, when you involve other people, it can be a much more fruitful task or you might be more accurate than you would otherwise. So, why "sometimes", why not "not yet"?
- Lesego:** (pause – 2s) I don't know – um, I think it's "sometimes" because usually, they tell us "ok you guys can share your answers" – then I start talking. I won't be like, "um, guys, is thisthisthisthisthisthis – I need help with this thisthisthis!" I just do it alone until someone says "guys, can we share our ideas?" *Then* I start talking, and, ja, I, need encouragement to do something, I won't do it on my own
- T:** Were there times in this task that we did this m – ah, just half an hour ago, that you a- asked for feedback?
- Lesego:** (pause – 3s) Only what you said th – only when you said that you guys can share your answers. *Then*, I / started asking for feedback
- (Lesego, (2), T.I.)

- Lesego:33**
- [Question 6: What do you think now about how you **personally** went about [this Habit of Mind]?
- That I usually would let fear and embarrassment get the best of me but now I realise that fear is a choice. I will definitely take more risks but public speaking isn't one of them
- (Lesego, (3), S.R.)

- Lesego:34**
- [Question 8: Has this process of assessment, and this conversation, helped you to **better understand** what it means to [do this Habit of Mind]? If so, how?]
- Yes, because at first I thought that taking a responsible risk was being careless and not caring about the outcome of the risk.
- (Lesego, (3), S.R.)

- Lesego:35**
- I found it easier to speak to you. I find it difficult to write down things, because I think I always write down the wrong thing. But when I'm speaking to a person, I can just say what I want to say. And when I write things, I get really lazy, and I just say 'ok, let me just write anything that comes to mind, and finish quickly'.
- (Lesego, F.U.I.)

Rebecca's Journey

Rebecca completed a Self-reflection after Session 1 (Thinking Interdependently), a Peer Interview after Session 2 (Striving for Accuracy), and a Teacher Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

Rebecca initially perceived that her peer's and my rubrics were more similar to each other than either of ours was to hers. Again, like Shazia, this seemed to make her feel ostracised and misunderstood. However, when I asked her more about what she thought the differentiating factor was between our rubrics and hers, she realised that she was wrong in her initial perception, and that actually, her rubric and mine were quite similar, and her peer's was predominantly more negative.

- Rebecca:1**
- Rebecca:** Weelll, these two are more similar
T: Which ones? The, the teacher and peer?
Rebecca: Yours and Shazia's. But, she was more critical, whereas you said more "sometimes".
T: Right. So how are those *two* more similar than yours? I mean, what differentiates them?
Rebecca: Well, actually, they maybe might not be that similar (laughs)
Rebecca: *These* two are more similar. [Rebecca's and teacher's]
T: Mm-hmm?
Rebecca: Cos, um there are more ticks here
T: In the "not yet" column? [of Shazia's rubric]
Rebecca: Ja, and, whereas there's only one here [her own rubric], and none here [teacher's rubric].

(Rebecca, (3), T.I.)

This may have been because, similar to Shazia, the differences between her rubrics and the others was quite unexpected for her. After Session 1, she wrote the following when asked what her initial responses were to the rubrics:

- Rebecca:2** They were all very different and it surprised me. I thought they would all see me like I see myself.

(Rebecca, (1), S.R.)

For Rebecca, there was a sense of reassurance in sameness across the rubrics. She theorised,

- Rebecca:3** I think they all should be right because they were all ticked, and it made me feel reassured because those are the things I know need to improve / don't need to improve.

(Rebecca, (1), S.R.)

She mentioned in her follow-up interview that this was an idea which had left a lasting impact on her:

- Rebecca:4** I learned that what I think and how I see things is not the same as everyone else, but I know myself better than anyone else knows me. That makes me more aware of myself, so if I'm absolutely sure of something, or if I think I'm absolutely sure of something, I hear something in the back of my mind going, 'wait, are other people absolutely sure of this?' So then I can just check myself.

(Rebecca, F.U.I.)

Rebecca did not do a great deal of self-reflection during the teacher interview; rather, she seemed relatively confident of her own assessment of herself. When asked what her response was to how the criteria had been assessed, she tended to give a very general account of how the assessments fitted with her life, rather than questioning the assessments.

Rebecca:5 | **Rebecca:** To “familiarise yourself with circumstances of the challenges or decisions you make”. They're all the same, with “sometimes”.
T: Ok.
Rebecca: So, I guess, sometimes I do, I take the time to familiarise with what I'm doing, and other times I just kind of go into it.
(Rebecca, (3), T.I.)

And,

Rebecca:6 | **Rebecca:** So ja. And, uh she ticked “not yet” for “Strive as far as possible to create an environment which is safe” but, uh, you and I ticked “sometimes”. So I guess I do sometimes do it, but other times I also, again, I don't bother, cos, unless I see it *necessary* – unless it's *life-threatening*, there isn't really – you know, I'm not gonna die if I don't do it, so I just don't bother to to create an environment which is safe for the risks.
(Rebecca, (3), T.I.)

We see above how Rebecca validates the truth of the assessment which she feels is most true, by drawing on her life more generally. However, she doesn't give any more specific examples to justify the assessment: self-reflection is not really happening at this point.

For one criterion, her opinion that the criterion was actually not always valid caused her to disregard her peer's and my mark of “often” and favour her own “sometimes”.

Rebecca:7 | **Rebecca:** Uuuh, well here for “Don't allow mistakes to prevent you from trying again”, I ticked “sometimes”, and you and Shazia ticked, like, “often”. So, I just, I ticked “sometimes” cos if you keep trying, and you're not good at something, then, it's not a good idea. If you keep trying then you're not gonna get anywhere.
T: Mm-hmm?
Rebecca: So, it's worthless, if you trying, then you should rather stop and retry something else.
(Rebecca, (3), T.I.)

The only real example of Rebecca shifting her perspective of herself throughout the interview is the discussion we had around the criterion “Accept confusion and uncertainty as necessary, challenging and rewarding”. Rebecca and I had both assessed it as “sometimes” and her peer had assessed her “not yet”. She was clearly aware that accepting confusion, fear and uncertainty was not something which she did often, but seeing her peer's “not yet” seemed to make her understand that this was an aspect of Taking Responsible Risks which she needed to work on, although she maintained that this had to happen within the limitations of one's priorities. Accepting confusion, fear and uncertainty were only important if the outcome was one that mattered to her.

Rebecca:8 | **Rebecca:** Umm, well, I ticked um – you and I ticked “sometimes” for “To accept confusion and uncertainty”, whereas she ticked “not yet”.

T: Mmm.

Rebecca: I guess, in the challenges that we spoke about here with the dare, then I wasn't very accepting of, the dare, so, she could have seen it like...

T: Mmm.

Rebecca: So I guess I could have been a bit more accepting, or tried to make a plan around it – so ja.

T: What I have understood you to be saying, though, is that you will do that, if it matters to you?

Rebecca: Ja, if it, if it was, if it mattered then I would do it, but then if it's not that big a deal then there's no point in putting myself through that. So ja.

(Rebecca, (3), T.I.)

When asked if she would like to ask her peer-assessor anything, Rebecca said that she thought her peer's assessment was overly negative, although she acknowledged that her peer was only assessing her on that day's task, and didn't know Rebecca thoroughly enough to make accurate assessments. I asked Rebecca whether she felt she had a more holistic understanding of herself than Shazia, and she agreed.

Rebecca:9 | Well I think she was a bit critical but, in the examples she saw, then she would be, cos I know like a whole lot of other things I did. Whereas she doesn't, so then she could have been more critical.

(Rebecca, (3), T.I.)

However, I then pointed out that I also didn't know her very well, and also had no more insight into her than what I had seen during that day's task, and I asked her how she thought I came to different conclusions from what her peer came to. She replied,

Rebecca:10 | It also has to do with age – like, you're more wiser. When you're younger you tend to be more critical towards things, like it's either *yes* or *no*. Or that's *good* and that's *bad*. Cos that's how you're taught. You know, you don't do *this*, you do *this*. So I think as you get older it changes.

(Rebecca, (3), T.I.)

It is significant that Rebecca drew from her own, much more extensive knowledge of herself in her assessment, and that she was able to recognise that neither her peer nor I had access to this information. Nevertheless, she considered her own assessment more accurate. This shows that accuracy within assessment did not mean, for her, whether the assessment was appropriate for the task, but rather whether the assessment fitted in with her larger truths about herself.

She expressed the same sentiment after session 1:

Rebecca:11 | For some of the things I agree with my peer or teacher for others I thought that my thing was more accurate but maybe they see me different.

(Rebecca, (1), S.R.)

In her follow-up interview, Rebecca reiterated the idea that without a thorough knowledge of the person being assessed, the assessment can be quite limited and inaccurate.

Rebecca:12 | You know yourself better so, whereas you might know you tried really hard on doing this, to other people it doesn't look like that, so then it's kind of frustrating because 'I actually did do this but she didn't think I did'

(Rebecca, F.U.I.)

The topic, in fact, was of great concern to her. She stated that without being able to know the person well, or see what was going on inside their heads, the assessment of the person would actually be unfair.

Rebecca:13 | I think it would make it easier, because it's not really fair to judge them on what just I see – it's not really fair on them. So I think it would help if I could see inside their heads, but I can't.

(Rebecca, F.U.I.)

However, she did admit that it was the same insight into herself which made it more difficult for her to assess herself. She wasn't sure how much of what she knew about herself came from the assessment task, and how much was ideas she already had about herself.

Rebecca:14 | It's easier to assess other people than to assess myself, because when I think about myself, then I always contradict what I thought, so I think, "I did well in this, but I didn't do it here but I usually did it, so it's more than sometimes but less than always..."

(Rebecca, F.U.I.)

Whereas with peer assessment, she did not find this to be a problem, but she was wracked with guilt about the unfairness of her assessment.

Rebecca:15 | I just see what it looks like, just the outside, so not what's going on in their heads, so it's easier to say yes/no/yes/no.

(Rebecca, F.U.I.)

When I asked, at the end of the teacher interview, what Rebecca was thinking now about how she had gone about Taking Responsible Risks, she performed quite a thorough autopsy on her approach to risks. She first reflected on how she had approached risks in the session, and then on how she approaches risks in general. She thought about her reasons for taking certain risks, and her reasons for not taking risks. She then considered how some risks need to be tackled over time, with a scaffolded approach. This thorough reflection on herself and on what it means to Take Responsible Risks allowed her to arrive at a lesson for herself: the importance of balancing reason with impulse when taking risks (PTO).

Rebecca:16

- T:** Alright. What are you thinking now about how you personally went about, or go about, taking responsible risks?
- Rebecca:** Umm, in just these examples or generally?
- T:** Uhhh, both.
- Rebecca:** Ok well, like I said these examples I was willing to take the one risk but not the other, so I could have been more willing to take the other. And, generally, I think I'm pretty willing to take risks, but it depends what those risks are – whether they're that important. So, like, take Gold Reef City for example. I'm not a huge fan of like big scary rides but I do go on a few, cos, I don't like feeling that like I'm too scared to do this so I can't do it. So I'd rather do it, and, you know I won't die, cos obviously it's pretty safe – everyone goes on it.
- T:** Mm-hmm?
- Rebecca:** So, I like doing some of them just so that I can say “you know I did it, it's fine, and I'm not scared”.
- T:** Right. So, almost to prove something to yourself – and to other people?
- Rebecca:** Ja.
- T:** So that they'll leave you alone.
- Rebecca:** But, there are a few that, you know, I'd rather not go on because, I won't enjoy it, so why would I put myself through that? But I do want to be able to do them, so, like, the Tower of Terror: I do want to be able to do that in future, but, not right now.
- T:** Mm-hmm?
- Rebecca:** And I do want to go bungee jumping, but not right now.
- T:** Right.
- Rebecca:** Like, later on in life. Cos I do diving, but I don't like jumping off the big board, cos it's scary. So I think I need to be able to get over that, before I can go bungee jumping, cos I'll enjoy it more.
- T:** Mmm. That makes a lot of sense to me. Has anything, here, changed or shifted your perception of how you take risks?
- Rebecca:** Well, um, it has made me realise that I, I, I think a lot about the risks I do take – like, I overthink everything, and sometimes then, when I overthink I don't overthink on the right things. Like, I overthink that “you know it's gonna be fine, I just – I can just do this”, and sometimes, it works out and sometimes it doesn't. Like, during the play, I fell and I hit my head. Whereas, if I was thinking about it, I would have made sure that someone would catch me. But I wasn't. And then, since then, I, I always waited a bit longer before I fell.
- T:** Right – right. It's a fine line to tread, between being too cautious and being not cautious enough.
- Rebecca:** Ja.
- T:** It's a bit of a see-saw sometimes.
- Rebecca:** So, I think, I have to learn to balance it better.

(Rebecca, (3), T.I.)

The discussion which Rebecca and I had about the balance between reason and impulse makes it clear that Rebecca was thinking deeply about what it means to take responsible risks, which is certainly significant because, as mentioned earlier, in the beginning of the interview it did not seem as though she was really engaging with the process of reflection at all. This is a very interesting example of a learner opening up throughout the teacher interview and arriving at the meaningful questions and concepts to do with the Habit.

2. Learning about the Habit (subject-knowledge)

As shown in (1) above, Rebecca's ability to derive meaningful learning from the teacher interview was made most apparent in her final reflection on how she had gone about Taking Responsible

Risks. Throughout the interview though, we did take some time to explore the meanings of some of the criteria in depth, and this certainly added to her overall learning about the Habit. I will explore examples of this below.

Rebecca's dismissal of her own tendency to not create safe environments led to a discussion in which we investigated what that particular criterion entails (PTO):

- Rebecca:17**
- Rebecca:** So I just don't bother to do it
T: To take risks at all?
Rebecca: No, to, uh, to create an environment which is safe for the risks. Ja.
T: Do you know how you would? (pause – 2s) I mean, um, I guess, I felt that, that you could have maybe adapted my dare to make it a safer environment for yourself, but I'm wondering how it was that you felt safe to audition for the school play? And, and do the school play.
Rebecca: Well, I, I always liked acting so I've done it for a few years, so I've had a *little* bit of experience. And, you know if I didn't get in then I wasn't going to die or anything – the world would carry on, and again I could always try next year, or... And then if I didn't get in that year then I guess I'd have to improve, improve to – and, ja.
T: Ok. Is there anything else you wanna say about that?
Rebecca: (pause – 4s) Not really. Cos, it wasn't that big a risk, really, if you think about it, it was quite a small risk.
T: Mm-hmm? (pause) For some.
Rebecca: In like, in like the big world it was a small risk. But I guess in my life it was a bigger risk, and you know, if I'd embarrassed myself then, I wasn't going to die, cos, I think it was mostly matrices that saw me, and you know they're only here for one year. So, next year I'll just start again.
T: Mm-hmm.
Rebecca: So yes.
- (Rebecca, (3), T.I.)

When I asked Rebecca at the end of the interview whether her understanding of Taking Responsible Risks had changed or increased at all, she mentioned that she had learned the importance of thinking about risks before taking them. However, when I questioned her further about this, it turned out that it still confused her: how is it possible to say how much thinking is too much thinking, or when thinking would be unnecessary, or how to know what to make of your own thoughts when your gut feeling tells you something different? She grappled with these questions.

- Rebecca:18**
- Rebecca:** You don't often think about this when you're taking the risk, and afterwards you're often just so relieved that “hey, it's over!” that you don't wanna think about it again. And before the risk, you're so busy worrying about the risk that, you don't really get to think about, like whether it's responsible, so it's good to talk about it and just understand it, so next time maybe you could just take a bit of time to think: think about the rubric and try and analyse the risk a bit better.
T: Is there something to be gained from thinking about it?
Rebecca: In some situations. In others, if you think too much about it then, you're not going to end up doing it. So you rather just do it, and then... But others – others you do sort of have to think a bit about it.
T: How do you know the difference?
Rebecca: You – well, you don't really. It's kind of, you have to trust your instincts. So if you feel really bad about doing this risk, then...
T: That might be a reason to stop and think.
Rebecca: Ja, but then if you think, you should think about it and if you still feel – if you don't

Rebecca:18
ctd

T: feel any better after you've thought about it, then rather don't do it.
Rebecca: Mmm. Whereas, if you analyse them properly, if you think, “well, nothing too bad can come out of this, so I might as well just do it, and get it over with and say I've done it”, then, you rather just stop thinking there, cos, you might overthink
T: Right
Rebecca: And do it.
T: Ja, I think that's a very valid point, that, our instincts are, are very good indicators as to what we should do. Um, sometimes they're a bit irrational though.
Rebecca: Ja
T: So, they might, they might – it might just help to temper the instinct with a bit of reason every now and then.
Rebecca: Ja, cos it's difficult to decide whether you're just being paranoid. Cos if you trust your instinct – like, your gut – when it feels bad about something, then you'll never really do any risks, because you'll just feel bad about doing everything.
T: Right, and you might never know what you're capable of.
Rebecca: Sometimes you have to go against that feeling. But it's difficult to know when that's a good idea or a bad idea.
T: Right. And that's where the reason comes in.
Rebecca: Yes.

(Rebecca, (3), T.I.)

Rebecca returned to this idea at the end of the interview, when I asked her what she had learned from the process:

Rebecca:19

T: Ok. What have you learned from this process?
Rebecca: Umm, I've learned, well for the risks, I've learned how to analyse the risks I'm taking.

(Rebecca, (3), T.I.)

She mentioned that she found the research sessions a useful extension of what occurred in class, and that she had found them interesting.

Rebecca:20

Rebecca: It's been very interesting to talk about it, and find out more about the different aspects of life, like things you do, like taking risks. It's been interesting.

(Rebecca, (3), T.I.)

It is certainly clear that the processes of analysing rubrics, doing assessment tasks, assessing herself and reflecting on her assessments enabled Rebecca to better able to understand the meanings of the Habits of Mind, and to value the Habits more in relation to her own life.

3. Learning about assessment:

Rebecca seemed to discount the validity of the criterion “Don't allow your mistakes to prevent you from trying again”, without even really realising that that's what she was doing (because when I asked her if she would like to suggest any changes to the rubric, she said that she thought the rubric was “pretty accurate” (Rebecca, (3), T.I.). However, it was clear from her comments that she did not think that the criterion always applied, and therefore, as discussed above, it was inconceivable to her to be assessed “often” on a criteria which only *sometimes* applied!

Rebecca:21	Rebecca:	Uuuh, well here for “Don't allow mistakes to prevent you from trying again”, I ticked “sometimes”, and you and Sinead ticked, like, “often”. So, I just, I ticked “sometimes” cos if you keep trying, and you're not good at something, then, it's not a good idea. If you keep trying then you're not gonna get anywhere. So, it's worthless, if you trying, then you should rather stop and retry something else.
	T:	Right. So in the risks that you spoke about, you um, you didn't allow your mistakes to prevent you from trying again. But, in some situations, what I understand you to be saying is, sometimes you've just got to take a hint?
	Rebecca:	Ja. Like last year I, I we had this huge school play, and I didn't get a very good part in it. So I decided I'd try out for this, and if I didn't get this, then – like if I didn't get in, or if I did really badly in the audition, then I'll go and I'll try and improve – I'll try improve my acting, to see where I'm going wrong, and if that's not working then I'll have to find something else that I enjoy and I'm good at. Cos there's no point in trying if you're no good at it.
	T:	Mm-hmm? Do you think there – there would be a sense of regret? If you tried something and it didn't work; tried it again and it didn't work and then you thought, “ok, that's it”?
	Rebecca:	Ja, I guess, if I really enjoyed that then there would be a sense of regret. But, if I, if that led to me finding something I'm better at and I enjoy more, then, I'll lose that sense of regret and be grateful that, “Hey you know, it didn't work out, but <i>this</i> is working out, so...” Ja.

(Rebecca, (3), T.I.)

Rebecca showed curiosity into my process of assessment when she noticed that I had made a mark in the “not yet” column of a criteria and then scratched it out and ticked in the “sometimes” column. She queried me on this, to understand whether my initial tick had been a mistake, or if I had changed my mind after ticking “not yet”.

Rebecca:22	T:	Ok. Would you like to ask me to explain anything about the way I've assessed?
	Rebecca:	Um, you crossed this one out – was that just a mistake or did you...?
	T:	That's, uh, “Be willing to try new strategies, techniques...” Um, I wanted you to be more willing to go and eat mud (Rebecca laughs) so that's why I said “Not yet”, and then I thought “no, but you were willing to try out for the school play – for the, for the House plays”, so, I don't think I could say that you're not yet willing.
	Rebecca:	Ja, I am
	T:	I think you do try new things. But not all new things.
	Rebecca:	But I could have been more willing to try and eat mud.
	(Both laugh)	
	T:	Yes, as trivial as that is...

(Rebecca, (3), T.I.)

At the end of the interview, Rebecca mentioned that she felt she had become a better assessor of her peer because she (Rebecca) had gotten to know her (Shazia) better. She insisted that this was essential for accurate assessment, which fits in with her attitude throughout the interview that her peer's assessment was inaccurate because Shazia did not know Rebecca well enough to make accurate judgments.

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

As mentioned above, Rebecca quickly defended my assessment of her after discounting her peer's assessment, because as a teacher I am older and wiser. She came back to this point in her follow-up interview:

Rebecca:23 | It's good to get the view of someone older than you, and with more experience. So someone sees things differently to how you or your friend would because they're a different age group.
(Rebecca, F.U.I.)

On the other hand, Rebecca herself felt quite uncomfortable in the role of assessor, as she mentioned to me in the teacher interview. She struggled to assess her peer as well as herself, because she was filled with doubt as to what each criterion's mark should be. She mentioned that this had become less of a problem for her with ability to assess her peer over the three sessions, as she got to know her peer better, but that she had not found it becoming easier for herself.

Rebecca:24 | **Rebecca:** Well, it was, it was harder to assess your peer and yourself, because, when you assess your peer you don't wanna be too critical, cos you don't – they know themselves better than you know them, so you can't really criticise them or praise them too much.
T: Right
Rebecca: So that's very, it's difficult.
T: Do you struggle to know what the truth is – what would be an honest response?
Rebecca: Ja and then I often just go with “sometimes” because then, you know, it's in the middle. And, the same with myself. So then I overthink everything, and then it takes a while and I often can't answer questions cos there are just so many different things, that none of the answers are correct for that.
T: Mm-hmm? Do you feel like that – that feeling has changed at all? Over the last three sessions?
Rebecca: Well, for, to assess a peer, I think it's changed a bit. I've gotten to know them better since then, so I can – it's easier to assess them, but with myself it's kinda stayed the same, cos I still just think so much about the question and about the answer and how, which one's which and does this really apply?
T: Right
Rebecca: So then it doesn't get anywhere.
T: So you still find the assessment process itself a little bit baffling?
Rebecca: Ja.
T: And difficult to marry with the actual experience.
Rebecca: Yes.

(Rebecca, (3), T.I.)

She alluded to one of the social difficulties of peer-assessment after Session 1.

Rebecca:25 | [Question 9: Is there anything that you disliked about this process or this conversation?]
I disliked that the person knows who is assessing them because it makes me feel awkward in case I wasn't nice.

(Rebecca, (1), S.R.)

However, this did not come up again, and from her comments in the teacher interview, she got to know her partner better over the sessions and they developed far greater trust.

She pointed out Session 3 was easiest for her, and that she found she better understood how the rubric related to reality as a result of our conversation. She found it easier to process the rubrics orally than to write about them, and felt that this session had been the most beneficial.

Rebecca:26 | **Rebecca:** But this has been the easiest so far, I think. Cos, it's much easier to talk about it, cos, you can't really think about how you – well you can but you can't really think too much about what you say, cos then you'll never say anything.
T: Ok – right, right.
Rebecca: Whereas with writing you can...
T: Ok – so it's a bit less restricted?
Rebecca: Ja
T: Whereas when you write you think about what to write, and you second-guess yourself?
Rebecca: Ja, exactly. So it's easier to talk about stuff than to write it down.
 (Rebecca, (3), T.I.)

This is interesting in light of her thoughts in the previous sessions when asked if she wanted to ask me anything about the way I had assessed:

Rebecca:27 | [Question 5: Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?]
 No, I wouldn't agree with her.
 (Rebecca, (2), P.I.N.)

She even contradicted this point in her follow-up interview, when she commented that having more time to think about what to write down made it easier to do written reflections than oral reflections.

Rebecca:28 | When we could write it down, I had more time to think, and I could always keep going and come back to it, so I could let my mind think about it as I go, so I found it easier to write down stuff than to talk about it.
 (Rebecca, F.U.I.)

And,

Rebecca:29 | I think it's best to end with the teacher interview and start with the self-reflection. Cos then when you're writing down, you have more time to think, so when you're talking about it then you'll already have those thoughts about yourself and what you did.
 (Rebecca, F.U.I.)

Rebecca:30 | **Rebecca:** But this has been the easiest so far, I think...It's much easier to talk about it, cos, when you write, you can't really think too much about what you say, cos then you'll never say anything. Whereas writing you can...
T: So when you write you think about what to write, and you second-guess yourself?
Rebecca: Ja, exactly. So it's easier to talk about stuff than to write it down.
 (Rebecca, (3), T.I.)

Andrea's Journey

Andrea completed a Self-reflection after Session 1 (Thinking Interdependently), a Peer Interview after Session 2 (Striving for Accuracy), and a Teacher Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

From Andrea's reflection after the first session, it was clear that she found the discrepancies between the rubrics surprising:

Andrea:1 [Question 1: What are your first reactions to the rubrics?]
I was quite surprised at how different they were. Many things that Carmen marked me as were the same as what I marked for me, but the teacher marked me very differently! The answers also interested me because I got to see how other people interpreted what I was doing.
(Andrea, (1), S.R.)

Her reflection from Session 2, however, in which all three rubrics were the most similar, did indicate that she felt slightly more comfortable with similarities than differences. She describes the three, more similar rubrics, as “much better than last time”.

Andrea:2 [Question 1: What are your first reactions to the rubrics?]
Much better than last time, and there were more similarities between the rubrics.
(Andrea, (2), P.I.N.)

And,

Andrea:3 [Question 2: Look at the criteria which have been assessed similarly by all three assessors. What are your reactions or responses to these criteria?]
“Establish standards of excellence” (sometimes). “Attempt to meet / surpass your standards of excellence”, “Express dissatisfaction with unfinished work”, “Request opportunities to improve” (often) → Happy to see I have similar results/ideas, and quite often.
(Andrea, (2), P.I.N.)

However, by the third session, Andrea's surprise at the differences between the three rubrics had clearly lessened over time, and become almost inevitable for her. She did not find the differences alarming, however, and accepted that “the truth” can be pieced together through multiple perceptions.

Andrea:4 **Andrea:** Well, they are quite different.
T: Mm-hmm?
Andrea: Ummm, I think it's because different people like, perceive what I do differently. And, ja well, it doesn't really surprise me anymore, because from the other rubrics, I've also seen that, they normally are very different. Well not, very different, they normally have some things in common, but then other things are different, usually.
(Andrea, (3), T.I.)

Andrea made the observation after the first session that assessment is heavily influenced by perception and interpretation, both of which are very subjective. She did not reject this idea; simply stated it as something which she had learned. It is interesting that, contrary to many other participants, she was able to take others' perceptions in her stride and not allow her own sense of self to be disrupted or threatened by discrepancies.

Andrea:5 | [Question 10: What have you learned from this process?]
That teachers interpret the things we do very differently to us.

(Andrea, (1), S.R.)

In fact, Andrea commented in her follow-up interview that she very much appreciated hearing others' opinions and justifications for their assessments. This dynamic made her find the interviews more helpful than the self-reflection.

Andrea:6 | I think the interviews with the peer and teacher were a bit more interesting and insightful than the self-reflection because it's like other people's opinion and what they think of you. It gives you an idea of how other people see what you do, 'cos what you see as what might be a joke, someone else might see as hurtful.

(Andrea, F.U.I.)

She also spoke, in her follow-up interview, about the limitations of self-assessment, and thus, the benefits of peer assessment:

Andrea:7 | It shows how others see how you are. Although you need to have your own opinion, you can't always completely rely on your opinion, because sometimes you might think that you've done something amazingly, when, actually, you haven't.

(Andrea, F.U.I.)

Andrea understood that different experiences of the world can colour our perception of things differently. Shared experience will help people to develop shared perceptions, but there will always be an element of difference because everybody has had a different experience of the world.

Andrea:8 | I guess it also would be the experiences you've had because even if you've had shared experiences, you always will have different experiences. And everyone has their own different opinion of things.

(Andrea, F.U.I.)

Andrea admitted that her own assessment was influenced in some ways by the background knowledge that she has about herself. She acknowledged that her peer and I did not have the same insight into her background and that our assessment of her was only based on what we saw.

Andrea:9 | **Andrea:** For “familiarise myself with the circumstances” umm, I got two “sometimes” and one “often”, and I did the “often”
T: Ok?
Andrea: And I think I did that because, normally I would like, think about what I do, and I think maybe today I just didn't make that clear?
T: Right. So you know yourself a bit differently, and a bit better?
Andrea: Ja.

(Andrea, (3), T.I.)

Probably because Andrea was so open to discrepancies in the rubrics, she did not strive to resolve these differences, and when we spoke about the differences between the rubrics, she seldom allowed her own perception, of herself or of the criteria, to be changed. The meanings of some of the criteria needed to be teased out, and although Andrea was receptive to my differing perception on some of these, she was hesitant to change her own perception. She began her discussion of the criterion “Take full responsibility for mistakes and look at them as rough drafts or missteps” by suggesting that my interpretation of “taking responsibility” was “bigger” than hers – in other words that I would have been thinking of taking responsibility in a different way to her and Carmen, and this may have lead me to mark “sometimes”, rather than the “often” that she and Carmen marked. However, this was not the case: I marked “sometimes” because I felt that she was placing into others' hands too much responsibility for the success or failure of her risk. However, she thought that my comments were somewhat unreasonable, and in the extract below, she disagrees with my opinion in a very subtle way at the end.

- Andrea:10**
- Andrea:** Ja. Uumm, ja I think that would often be why, and I think also in the exercise, probably it's different because you probably think about like when you take full responsibility your idea of that is probably like a bigger more – like a greater responsibility, and then, at our level, it's still like, you don't really have to take such a big responsibility but it still counts as taking responsibility in a way I think.
- T:** Mmm-hmm? In a way I think, the reason I put “sometimes” was because, I felt as though, in some ways you depend quite heavily on other people to give you feedback. So you were very worried about what other people would think of you, at St John's. And, and I think, you maybe need to think more about yourself, and what you can do. Do you know what I'm saying?
- Andrea:** Ja.
- T:** I guess that's...
- Andrea:** I think also in a way what I thought was – there at St John's, it would affect how people, like thought of me, but that would also affect me in a way. But, ja, I do agree with what you're saying. And then for “don't allow mistakes to prevent you from trying again” I got one “sometimes” and two “oftens”, and I got an “often” from me and Carmen, and you gave me a sometimes.
- (Andrea, (3), T.I.)

In her interview, her tone makes it clear that when she says “But ja, I do agree with what you're saying”, what she really means is that she hears my opinion, disagrees with it, and wants to move on to a new topic, which she immediately does.

Andrea mentioned, in her follow-up interview, that one of the reasons self-assessment was important (and one of the reasons that the self-reflection should be first, followed by the two interviews), was that through self-assessment and self-reflection, one can establish one's own ideas about oneself, and then compare these with others' ideas. She noted that a sense of personal stability would be particularly useful when others' opinions provoke an emotional response.

- Andrea:11**
- It's important to have your own opinion about it, so that it's not just what everyone else thinks about you. This helps you to have confidence and believe in yourself. Because if you just heard everyone else's opinion, they might not necessarily be – well, it's accurate for them but it might not be accurate for you, and it might just bring you down, or make you happier than you should be.
- (Andrea, F.U.I.)

It is interesting that Andrea should consider being so emotionally swayed by others' judgments of her, because in her teacher interview she seems to have her perception of herself fairly well-established. However, perhaps this was because she did complete her self-reflection first, then her peer interview and finally her teacher interview. Perhaps she recognises that it was doing the reflections in this order which enabled her to have such a clear sense of self.

2. Learning about the Habit (subject-knowledge)

As with all Habits of Mind, there are times when some of the criteria on the rubric would not be appropriate. Andrea recognised that it is not always appropriate to “not let mistakes prevent you from trying again”. There are situations, she reflected, when one has to recognise that it is time to stop trying. However, she reflected on herself and noted that she generally perseveres. It was knowledge of this tendency of hers which lead her to mark “often” for herself on this criterion. In her mind, she “often” met this criteria, when the criteria was appropriate (which was *sometimes*). I marked her “sometimes”, because I picked up on her hesitation to commit to a risk at all if she felt she would not succeed.

Andrea:12	Andrea:	And then for “don't allow mistakes to prevent you from trying again” I got one “sometimes” and two “oftens”, and I got an “often” from me and Carmen, and you gave me a sometimes.
	T:	Mmm-hmm?
	Andrea:	Aand, well I think, well I put a “don't allow mistakes to prevent you from trying again” because I find that with myself, if I do make a mistake, I want to continue until I get it right.
	T:	Right.
	Andrea:	I don't like just stopping if I've made a mistake. I will continue to do it maybe like not at that moment but I will want to, like, fix the mistake and, get over it.
	T:	Right, but you choose the risks that you are going to take quite carefully? So you know “I failed at this but I <i>can</i> do it better” - I <i>can</i> do it.
	Andrea:	Ja, like if I know that what I've done is like, quite impossible, or I know that it just, it doesn't work for me, then I won't do it again because...Or maybe I just don't enjoy it. But if it's something that I do quite enjoy and I've made a mistake, or I haven't done it well, I will always try to do it again to get it right. Ja.
	T:	Ok.

(Andrea, (3), T.I.)

It was clear at the end of the teacher interview that the above discussion was one which stuck with her, as she reflected that she felt she needed to challenge herself in future to take risks with more of a measure of uncertainty in the outcome. She suggested that there was “no point” in taking risks of which she could be sure of the outcome. She reflected that she might be able to learn a lot more about herself and surprise herself with her abilities if she only attempted to accommodate this uncertainty. This is at the very heart of Taking Responsible Risks, and it was clear that the meaning of the Habit had expanded for her throughout the course of the teacher interview (PTO).

Andrea:13 **T:** Ok. What are you thinking now about how you personally went about – or go about taking responsible risks?

Andrea: Umm, I think I need to accept the risk of failure more because, uhh it's no point in trying something if I know that I can do it, or, and it's also kind of stupid to try something like, if I think that I'm gonna fail it's also not nice to just **not** do it because of that, because it – I might be able to do it – ja.

T: Mm-hmm, you might surprise yourself?

Andrea: Ja.

(Andrea, (3), T.I.)

Towards the end of the interview, when I asked Andrea if she would want to make any changes to the rubric as a result of our conversation, she queried whether two similar criteria could be combined into one. She didn't see them as being different enough to warrant two separate criteria. I offered my own opinion on this, which was that perhaps for less significant risks, they were quite similar, but for more significant risks, each one was important in its own right. Andrea did not contribute much of her own opinion to this, but she listened actively, and offered a paraphrase of what I was saying to indicate agreement. (PTO)

Andrea:14 **T:** Ok. Would you like to suggest any changes to the rubric, as a result of this conversation?

Andrea: Umm, I dunno, I think “familiarise yourself with the circumstances” and “plan and think ahead carefully” are kind of the same.

T: Mm-hmm?

Andrea: Umm, they just, like, they're slightly different but they pretty much mean the same thing. Ja.

T: Do you think they should be one?

Andrea: Uuuuhh, I think they could be one, but I think it's also fine with them being separate.

T: Ok. Because, maybe the one has more to do with, uhm, the actual risk, and the other has to do with the outcomes. I mean if I think about like buying a house, you want to familiarise yourself with how much money do I have to spend, what area am I looking in, what's this area like, what facilities are near it...

Andrea: Ja

T: And then think about, well, *if* I do that, I might go broke, or I might – you know what I mean?

Andrea: Ja.

T: Ja, so I agree that they're very similar, and maybe that makes it difficult to assess in, in fairly trivial circumstances like today

Andrea: Ja. I think they good if for – separate – if it is like a big decision, but I think if it's something like today then I don't really think that it's necessary for them to be separate

T: Ja. I mean I suppose, um, you could have gone “ok, so are you saying I need to go all by myself to St John's, or can I take mu, um...sound system with me so I can...” – do you know what I mean?

Andrea: Ja

T: So, and maybe that would help you, if they said “no, you can have a whole choir with you” - “ohh, ok!” (meaning, Andrea might have accepted the challenge)

Andrea: Ja.

(Andrea, (3), T.I.)

At the end of the interview, Andrea made an interesting point about how the research sessions helped her to become more thoughtful in her actions and behaviours. She mentioned that she has learned and consolidated strategies for Striving for Accuracy, and strategies for Taking Responsible Risks. Her understanding of these Habits of Mind has therefore been deepened and extended by

these research sessions, through practice and discussion of the respective Habits, and this has helped her to adopt a more conscious and metacognitive approach to tasks: she thinks about how she goes about things now more than she did before.

- Andrea:15** | **T:** Right. What have you learned from this process?
Andrea: Uum, I think, it taught me, like, to in a way think about what I do more, and like although like, like for striving for accuracy like I will always strive for accuracy but, um, it like, it gives you new ways to think about how to strive for accuracy and how to think about what you're doing. Ja.
T: Striving for accuracy today? Or, or...
Andrea: Well just generally, and also taking responsible risks – it makes you think about how you take your risks, and, it just, ja.

(Andrea, (3), T.I.)

She made a similar, very practically-oriented observation after the first session, Thinking Interdependently:

- Andrea:16** | [Question 8: Has this process of assessment helped you to better understand what it means to Think Interdependently?]
Yes – I understand the individual components of thinking interdependently better now and so can put them to use.

(Andrea, (1), S.R.)

Andrea reflected in her follow-up interview that one of the reasons she thought her and her peer's assessments would likely be more similar now than at the beginning of the process was because their understanding of the Habits has increased over the sessions. This insightful comment shows that Andrea was keenly aware of how limited understanding of the content being assessed might influence assessment, and how, through practice and conversation, understanding can be broadened, clarified, tested and affirmed. Here is what she answered when I asked her if she thought she and her peer would be more likely to generate similar assessments of her now.

- Andrea:17** | I think we are, because if we did the same habit of mind, we now understand all the parts of it in the same way because we've all gone through it. And even if it is a different one, we probably would be a bit more similar, 'cos we've also spent more time with each other, which means that you know how the other person works, and the kind of person they are.

(Andrea, F.U.I.)

However, she noted that if she were partnered with someone whom she knew very well, their assessments would most likely be more similar from the outset, and become even more similar. Knowing someone well, she felt, was important for perceptions to be shared.

- Andrea:18** | If I was with someone that I was closer with, then we'd have much more similar answers because we're really close and we work in the same way, so then you know what they're doing and how they do it.

(Andrea, F.U.I.)

Thus, for Andrea, the two keys to similarities in perception are having a shared understanding of the content being assessed (and the criteria into which that content is broken down for assessment), and a shared understanding of the person being assessed. The latter, for her, is the most important – this is clear when she comments that even if she and her partner assessed on a different Habit now, their increased knowledge of one another would enable more similar assessments.

3. Learning about the nuts and bolts of assessment

Andrea took time in her teacher interview to define for herself what constitutes a “sometimes”, and what distinguishes a “sometimes” from a “not yet” and so on.

Andrea:19 | **Andrea:** Aand, (pause – 2.5s) To, ja, “to be willing to try new strategies” was also all the same and it was sometimes. And I think it was because I accepted the one taking the risk and the other one I didn't.
(Andrea, (3), T.I.)

However, she recognised that the assessment task on which the rubrics were based was not necessarily an accurate reflection of her life as a whole.

Andrea:20 | **Andrea:** Ok, then also “challenge yourself to act despite your skepticism” was also all “sometimes”. And that was also probably because I only said yes – I only did one of the risks and the other one I didn't do.
T: Do you think that's true for you generally, or do you think this is kind of skewed based on today?
Andrea: I think I usually act despite my skepticism, like, depending on the situation. I think, today it was like, well the dare was kind of like, something that I would never do, so, I think it *is* a bit skewed but not completely because sometimes I won't do it because of my skepticism.
(Andrea, (3), T.I.)

She ascribed some of the discrepancies between the rubrics to the notion that different aspects of the criteria stood out more to different assessors. The criteria needed to be understood in the context of the assessment task, and this lead to the possibility of variations in interpretation, and, thus, variations in assessments.

Andrea:21 | **Andrea:** “To accept confusion and the risk of failure as necessary” that I got two “not yet” and one “sometimes”. I marked it as “not yet” because I don't really like to accept the risk of failure. I like to be certain that I will do well, and if there is a large chance of failing, I probably won't do it at that point, I'd rather want to do more preparation or something like that.
T: Ok. So you, you like to kind of quantify the chances of failure?
Andrea: Ja.
T: Ok? Why do you think Carmen said “sometimes”?
Andrea: I think she said sometimes because in, well, as what we did, I didn't really have a risk that would really have a possibility of *failure*, because it was more of things going wrong, it wasn't really failing at something.
T: Mm-hmm? So are you saying she maybe understood the criteria slightly differently?
Andrea: I don't necessarily think she understood the criteria *differently*, I think from what she heard from me, that's how she interpreted it, because, well, umm, I think she saw that well, because when I said my first taking a risk, I didn't – I accepted the chance of like being – getting lost and the uncertainty of it, but in – I think I said “not yet” because of the risk of failure, that's like, different. I think maybe different points stood out more.
(Andrea, (3), T.I.)

However, to some degree the context of the assessment task created a false representation of Andrea's reality: the task itself required participants to think through risks quite carefully and in detail. It was the nature of the task, then, that made Carmen, Andrea's partner, mark “often” for the criteria which involved thinking through risks. Andrea knows herself not to do this very often, so

she did not mark “often”. This also lead to other discrepancies in the rubrics (PTO).

Andrea:22

- Andrea:** Umm, “to plan ahead and think carefully before taking any risks” I got two “sometimes” and one “often”, and uuhhh, I think that is, quite similar to the one before, but...
- T:** Mmm. What did you say for yourself there?
- Andrea:** I did a “sometimes” there, because, often I will familiarise myself but I won't, I won't like think *in depth* about completely what is going to happen, and then I think Carmen gave me an “often” because, well, probably from today because, well we did talk about it quite a lot and think about it as a group
- T:** Right, so in a sense the *exercise* was to plan
- Andrea:** Ja.
- T:** Ok.
- Andrea:** Ummm, “to recognise potential benefits or negative consequences which may result from making a decision” I got two “sometimes” and one “often”, and I think that's for the same reason, because like
- T:** Right, Carmen also said “often”
- Andrea:** Ja. Aand, “to evaluate my decision making” I did two “sometimes” and Carmen gave me an “often”, and, **same reason again**.

(Andrea, (3), T.I. Emphasis added)

In fact, contrary to Carmen's mark of “often”, Andrea reflected twice towards the end of the interview that the careful consideration of risks was something she felt she needed to work on.

Andrea:23

- T:** Ok. What are you thinking now about how you personally went about – or go about taking responsible risks?
- Andrea:** Uum, I think I don't always think about the con, like the, benefits or negative consequences. I usually just like think about what the risk entails and like just basically, what are good and bad. I don't, like, weigh them against each other or anything like that, I'll just like, if I feel like doing it I'll, like probably just be like, I'll know what it's about but I won't really think about what could happen if I do it, so I think I should start doing that a bit more because it's really good to do.
- T:** Is it?
- Andrea:** I think it depends on the risk. I think if it's like quite a big risk, and like it's quite important, it's good to do that, but I think if, if it's like a small risk, like, that I've done often, or that a lot of people have done, then I don't think it's that necessary to do it.

(Andrea, (3), T.I.)

And,

Andrea:24

- T:** Ok. Um, has this process of assessment and this conversation helped you to better understand what it means to take responsible risks?
- Andrea:** Um, I think it has, cos, before like I'd just think about, like, “ok this risk is ok, I shouldn't – there shouldn't be anything bad that comes out of it, or it's really unlikely” and then I'd just do it. But this like, it makes you think more about what you're doing and how to do it, and ja I think it really is – I think it's helpful. But I don't think it's necessary for like everyday things, I think it's really helpful if you are, like thinking about doing a risk, and... ja I really think it's useful like that, and it also, I think it will help you like even if you don't ever like really like use this rubric when you take a risk, I think it does make you think about your risk in future and like, it probably, if I will do, like take a big risk, like soon, I probably will like think about it more carefully. Ja.

(Andrea, (3), T.I.)

Similar to the other members of Group C (Shazia, Carmen and Rebecca), Andrea felt that the Taking Responsible Risks assessment task was better because it was performed in a group. Apparently the social aspect of the research sessions was appealing and valuable to the participants. She also (again, similar to all other members of Group C) claimed that she preferred the conversational nature of the Teacher Interview to the written reflections of the previous sessions (Self Reflection and Peer Interview Notes). She claimed that she found it much easier to speak and let her thoughts flow freely without having to structure her thoughts before expressing them.

Andrea:25	T: Ok. Is there anything that you disliked about this process or this conversation? And, I mean you can talk about today, <i>and</i> all the sessions previously as well. Andrea: Well, I think I liked today the best, because, well we got to do it as a group, and we talked about it, and...I think talking's nicer than writing stuff down. Because with writing, you like, your hand gets tired, and like your thoughts are coming but you can't really write them down that quickly and you have to sort out your thoughts to write them down. Also I think when you're writing you feel like, like in a way although you're writing stuff down and you know that someone's gonna read it and you just, I dunno I think it's nicer to talk about it. T: Do you, do you feel like you're not sorting out your thoughts now? Andrea: I think I am sorting out my thoughts now, I mean like you have to like order your thoughts in a way, like now, I can just talk and like, you'll make sense of what I'm saying. But when I'm writing it down, it has to be like in correct sentences in a way, and, they have to like make orderly sense cos otherwise it's just like a jumble of words on a piece of paper. T: Ok. So it's a bit less restricted? Andrea: Ja. T: And you think that that's maybe a bit – more of an accurate reflection of what's actually going on in your head? Andrea: Ja. I think it's nicer cos you also get to hear, like, as our thought process goes on about the question. Cos normally like, now I would be thinking like “what can I say about this?”
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(Andrea, (3), T.I.)

Andrea's last comment in the extract above is very interesting: she seems to be saying that conversations facilitate metacognition, which is another of the Habits of Mind. Through conversation, she claims, her thought process becomes explicit – both to me and to her, and this is a key aspect of metacognition. This is a very perceptive point, and a strong argument for incorporating such conversations into the assessment of Habits of Mind. In her follow-up interview he returned to this idea, when I asked her what she had learned from this process. She said that one of the key things she has learned from this process is to analyse herself and her own actions more thoroughly and thoughtfully (generally, as well as with specific regard to the application of HoM).

Andrea:26	I learned to analyse a bit more what I do. From taking responsible risks, there's so much more in it that there actually is – all the different parts of it that you build up. So that's something that you learn.
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(Andrea, F.U.I.)

She found that assessing herself and reflecting on her own actions had become quite automatic with practice.

Andrea:27	I think after you've done a couple of self-assessments, it's like in you already and you already start thinking about it. Once you've done a couple, you know how to think about it, and all the little things that make up what you've done.
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(Andrea, F.U.I.)

Andrea also mentioned in her follow-up interview, on a similar note, that speaking might force one to verbalise things which one might otherwise not take the time to find the words for (and then perhaps overlook).

- Andrea:28** | **Andrea:** Self reflection: you always kind of know it, you just never think about it that much. Because, in a way if you respond to someone's mark that you're given, it is in a way self-reflection, because you know "I wanted this", without thinking about it as self-reflection.
- T:** Right, so that forces you to verbalise...
- Andrea:** Ja, and to like *properly* think about what you've done
- (Andrea, F.U.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Andrea commented in her teacher interview that assessment authority isn't about accuracy, or rightness, but rather about situated perceptions. According to Andrea, no assessment is accurate in isolation.

- Andrea:29** | **Andrea:** Umm, I don't think there really is, in a way, like, *one* accurate one. I think they all are accurate because they all how different people interpret what's been done or said
- T:** So they're all different *parts* of the truth?
- Andrea:** Ja.
- (Andrea, (3), T.I.)

And,

- Andrea:30** | **Andrea:** Um, I really don't think with these rubrics there really is a right or wrong answer, because it really is just how different people see the situation and, like how how they, what they think about it. It's broad, it can pretty much be anything depending on what you think about it.
- T:** Ok.
- (Andrea, (3), T.I.)

One of the reasons that teachers generally have more assessment authority, Andrea claimed in her follow-up interview, was simply that this is school, and that's how things work in school.

- Andrea:31** | Because it's school, teachers are really important I guess, so knowing how a teacher perceives you makes you able to improve yourself and become better in the classroom, and even apply yourself better.
- (Andrea, F.U.I.)

However, she pointed out that teachers do not always have adequate enough insight into the way young people think in order to make accurate observations.

- Andrea:32** | Sometimes I think it might seem like a distorted version of what you would think. Like often teachers might think that jokes might be, um, insulting to other people – like if you're laughing during an exercise they might think you're not working on it properly, and you might just be finding humour in what you're doing, 'cos they're not always *right there*, so I think sometimes that might not be accurate.
- (Andrea, F.U.I.)

However, she contradicted this when she argued that that many times, teachers are correct in their assessment, which suggests that she has internalised a kind of assessment authority hierarchy.

Andrea:33 | Many teachers have a really different way of seeing things, and for the most part they seem to be right.

(Andrea, F.U.I.)

Andrea spoke in her follow-up interview the social impact of peer assessment. Contrary to many others' opinions, she thought that peer-assessment could be a very positive thing for a friendship; that it might enable friends to become closer through the experience of providing constructive criticism to one another. However, this did depend on how the criticism was received, and there is a degree to which one expects one's friends to be nice to one. Thus, trust between the partners is an essential element of effective peer assessment.

Andrea:34 | With peers, it's your friend, so that can almost actually help you with your friendship. It could work both ways – you could either take what they say as helpful, or you could take it as an insult...although it's just work, it's still your friend and you would, in a way, expect them to be nice to you.

(Andrea, F.U.I.)

In grade 8, being able to trust a relative stranger enough to say something potentially hurtful to them is difficult. Likewise, trusting that a relative stranger's critical assessment is not an assessment of identity, but an assessment of performance, is a big ask. While peer assessment may provide a space for honesty and thus fostering of trust between partners, the assessed person needs to have a relatively stable sense of self in order to receive feedback without taking offence unnecessarily. This relates back into what Andrea said earlier in the interview, that doing a self-reflection first will enable learners to develop that sense of self, so that they might be able to receive others' feedback from a sense of personal stability and thus use it as a learning experience, instead of becoming defensive or emotional in response to feedback.

Alexa's Journey

Alexa completed a Peer-Interview after Session 1 (Thinking Interdependently), a Teacher Interview after Session 2 (Striving for Accuracy), and a Self Reflection after Session 3 (Taking Responsible Risks).

Alexa's journey is one fraught with frustration and confusion. Across the three sessions, she became increasingly disillusioned with the process of assessment. She could not see how the assessments she received could be an accurate reflection of herself and her abilities, and found the confrontation with others' differing opinions of her frustrating and at times quite painful. It was clear that she battled to understand herself and therefore strongly rejected what she perceived to be other's *wrong* perceptions of her. The table below shows her moving, from session 1 to session 3, from trying to engage meaningfully with the rubrics she received and the process of the reflections, to outright rejection of the rubrics and the process. Her thoughts from Session 2 (after which she engaged in her teacher interview) will be explored in discussion; this table merely serves to indicate Alexa's trend from the beginning of this process to the end. Note: questions which did not yield noteworthy responses have been left out of the table overleaf:

SESSION 1	SESSION 3	COMMENT
1. You have had a chance to look through the three assessment rubrics you received. What are your first reactions or thoughts when you look at these rubrics?		
[Alexa:1] I think that there are some things I have to work on. My partner marked exactly as I thought but most of the marks of the teachers were totally different and not at all what I had expected. - Both of us said that.	[Alexa:2] I think I was a little disappointed as some of the things that I thought is what I do, the teacher and my partner did not think so. Yet all the things I thought I did not do, they thought I did. I don't think anyone has a clear understanding of me as a person yet.	In the first session, Alexa perceives, as a result of viewing the rubrics, that there are things she should change about herself. However, the differing rubrics from Session 3 make her conclude that it is not she who needs to change, but others: they need to understand her better.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?		
[Alexa:3] Most of the questions. Most of the questions about thinking of others were quite a bad mark so I need to work on that.	[Alexa:4] I think they don't have a clear understanding of me and who I portray is very different to who I am.	Same as above. Alexa does acknowledge that to some degree, she is responsible for how others see her.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: “ask her and see what she says. Write a summary of what she said and how you respond to that, below.”)		
[Alexa:5] She said she put that I stayed focused the whole time as I kept putting new ideas down.	[Alexa:6] Yes, as I don't think some of the things she marked are true. I believe differently.	Note how Alexa dissociates herself from her peer's assessment in Session 3.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?		
[Alexa:7] Yes – Most of the criteria about “listen effectively”, “letting go of ideas” and especially “building on others ideas” and “being inspired by others ideas” and “devote your energy to enhancing the group's resourcefulness”.	[Alexa:8] Yes, the same thing as my partner and I – don't think she has spent enough time to get to know us and I feel this way about all my rubrics for her project	In Session 1, Alexa can think of specific things to question about the teacher's assessment. By session 3, she is so overwhelmed with questions, and doesn't believe in the value of asking these questions.
6. What do you think now about how you personally went about [this Habit of Mind]?		
[Alexa:9] I've learned I need to let others talk more and take more notice of others ideas – but those are general things I need to work on (a bit confused by this question	[Alexa:10] I think I always have and always will. I like to challenge myself with life-threatening things and always have, and thought others thought that about me too, but I do think before I do them.	In Session 1, Alexa allows feedback from the rubrics to help her reflect on how she Thinks Interdependently. In Session 3, she is convinced of her approach and disregards any suggestions to the contrary.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?		
[Alexa:11] No it hasn't. I still don't know what thinking interdependently means. That is why I was confused in question 6.	[Alexa:12] No, as I have always thought about my risks but hate that others mark you. Only you should have to know how to take them and if it was good or not.	In both sessions, Alexa found the assessment process and the rubrics quite alienating, and could not match up such a formal and clinical procedure to her own internal understanding of the Habits of Mind.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!		
[Alexa:13] I really didn't like the way the teacher marked as I didn't understand.	[Alexa:14] I am not going to follow a rubric next time I take a risk or think about it too much. If you feel it is right, then take it.	In the first session, Alexa rejects assessment which she cannot understand. By the third session, Alexa has rejected the assessment tool itself, and, as shown in her answer to question 10 below, she has rejected being assessed completely.
10. What have you learned from this process?		
[Alexa:15] To work better as a group, stay focused, think through ideas before saying them, not put as many ideas forward and let others contribute more.	[Alexa:16] That I don't like being judged by others on something I feel you can only judge yourself.	After session 1, Alexa, though confused, tries to offer a “model” answer of how to improve herself based on what she noticed from her rubrics. By session 3, she is finished with pretending to learn from others' assessments of her.

We will now look more in-depth at the thoughts and opinions which Alexa raised during her interviews. Where necessary, quotes from her Peer Interview (Session 1) and Self-Reflection (Session 3) will be repeated in order to emphasise a point. It must be noted at the outset that Alexa struggled tremendously to express her thoughts clearly. I have for the most part left fairly long extracts of the teacher interview and follow-up interview quoted verbatim.

1. Ability to learn about self; shifting of own perspective

When summing up, in her follow-up interview, what she had learned from this process, Alexa mentioned that something which had really struck her was how different other people's perceptions of her were to her perceptions of herself.

Alexa:17	T:	What, if anything, have you learned about assessment in this process?	
	Alexa:	Just the fact that everyone assesses very differently. That's it! It frustrates me a little.	(Alexa, F.U.I.)

Alexa mentioned to me in the teacher interview that she has found great success in school through *memory*: she prefers to listen carefully in class and then reproduce the information in a test or exam. She also claimed to have a very good visual memory, and could easily remember and write down the exact wording of the information from the notes she received in class. Of course, *memory* skills and *thinking* skills are quite different, and perhaps this was also the reason for the growing frustration that I picked up from Alexa's reflections across the three sessions and follow-up interview. Perhaps this tendency of hers to sail through assessment tasks relying on memory was what caused her to become completely stuck in the Session 2 editing task. She devoted disproportionate energy and time to one sentence in the task, and was unable to complete the task.

Alexa:18	Alexa:	Normally it's weird like I won't study for any tests or anything, but I'd still get quite high marks. So, I just, I base most of my tests and my like – my answers on general knowledge, if I listen in class I don't really like study my books or whatever, I just, listen and then I normally get, quite high marks. Especially normally in History	
	T:	But you n – do you find when you write a test that if there's a question that throws you, or that you don't know the answer to, that you fixate on that?	
	Alexa:	Sometimes – depending. If it's like – depending on all the marks, uh the amount of marks. If it's a really long, er, question, like for ten marks, then I would write, I'd write what I think and then complete the paper, and then read over what I think, and then if I felt like it, would change it....	(Alexa, (2), T.I.)

Alexa:19	And,		
	Alexa:	Ja. (2s) normally like for tests I have a very photographic memory, so, like, I remember once the teacher came up to me, saying, uh asked me if I had cheated (laughs) because I'd wrote everything word for word	
	T:	Interesting	
	Alexa:	But I didn't cheat. I just memorised it off by heart and I didn't even te – I just looked at the paragraph and I – it's what I do.	
	T:	Ok. Although of course that didn't help you in this particular task.	(Alexa, (2), T.I.)

Alexa continued on to describe how others perceive her. She said that others always think that she is distracted and unfocused, when in fact she is taking in everything that's happening, and keeping it in her mind, but others do not see this. Talking about her tendency to come across as unfocused, she is able to identify for herself how, in fact, focusing on multiple things can be of benefit to her. This is perhaps Alexa's only insight into herself in the teacher interview.

Alexa:20	Alexa:	Ja. I think – people always, whenever they see me, they always think I can, I get <i>very</i> unfocused. And I know, I know like especially with this, with, what we've done I know people would think I'm <i>very</i> unfocused, but then people always get confused if I – at my old school I know people thought I was so unfocused and then they when they would take a look at my report and then they would see I got really good marks
	T:	Mmmm.
	Alexa:	And they wouldn't understand why (laughs) because I seem so unfocused. And I don't know why it is I just, I kinda use, kinda being unfocused to kinda help me, I guess
	T:	Because it helps you think of more than one thing at a time sometimes?
	Alexa:	Ja. Also I just, I'll be thinking of the actual question in the back of my mind, but I'll just be thinking of other things too, and I'll normally think of the other things aloud,
	T:	Mm-hmm?
	Alexa:	And not think of the question, which people think that I'm like, spaced out which (inaudible) I'm not spaced out.
	T:	Ok. That's quite interesting in terms of the way other people perceive what's going on inside your head because
	Alexa:	Ja
	T:	Because obviously nobody can see that except you
	Alexa:	Mmm.
	T:	Um, that is interesting. Hmm.

(Alexa, (2), T.I.)

It was very clear that Alexa had a well-developed story about herself. Her larger story was that people did not understand her, and within that, that people always thought she was distracted:

Alexa:21	Alexa:	Well, when you think you're like, doing like really well at something, and then someone just like tells you that you're really bad at it, because they don't really know what...like me and Nadia, me and Nadia really don't like work together in anything
	T:	Right. So you're – strangers to one another?
	Alexa:	Ja
	T:	And you feel that that prevents her from seeing you truthfully?
	Alexa:	Ja it's all about that distraction thing, that people always think I'm very distracted. Even my mom always tells me, sh she always wants to put me on medicine, saying I'm unfocused and I'm distracted.
	T:	Mmm-hmmm?
	Alexa:	(whispered) And I'm not. No-one believes me!
	T:	<i>We</i> also hardly know each other
	Alexa:	Ja
	T:	So do you think I also – please, be honest: don't have the right amount of insight into you?
	Alexa:	Ja. I think so
	T:	Mmm-hmmm? And so other people's assessments of you don't match what yours is of yourself?
	Alexa:	Ja.

(Alexa, (2), T.I.)

As the table above clearly shows, her larger story about herself was strongly confirmed by her experiences in this research project.

Alexa:22 | [Question 1: What are your first reactions to the rubrics?]
 ...I don't think anyone has a clear understanding of me as a person yet. (Alexa, (3), S.R.)

Of course, it must have taken a great deal of trust in me for Alexa to confide in me in this way – especially with reference to her mother and medication. However, clearly, trusting me as a person is very different to trusting me as an assessor.

A compounding factor of Alexa's struggle with others' perceptions of her was that she lacked clarity on her perception of herself, as is evident in the extract below. She was thus quite resistant to the entire assessment process: resentful when others assessed her differently, but at the same time filled with doubts about how to assess herself accurately.

Alexa:23 | **T:** Alright. Is there anything you disliked about this process or this conversation?
Alexa: Please, remember that it's your opinion that I want, so please be honest
Alexa: No, not that I – not really. I just – don't like the fact that we have to kind of mark each other.
T: Why?
Alexa: Cos sometimes it can, like, like make you feel, like it makes me feel very frustrated sometimes
T: Can you, explain that frustration? Where it comes from?
Alexa: Well, when you think you're like, doing like really well at something, and then someone just like tells you that you're really bad at it.
 ...
Alexa: The thing is that I don't really – I don't like marking myself either, because, I just, don't really mind like I don't really know what to put. Cos I always I always like doubt myself, so – normally I end up putting less than I probably did. But....
T: Ok? Do you, do you experience this frustration with every assessment, that you have to, because, I mean that's what school is about – being marked on something
Alexa: Not every assessment. No.
T: Mm-hmmm?
Alexa: No because none of them are asking, like, personal exp – like you'll never get a question in science saying “did you focus?”
T: So this is much more about what's inside, than about you putting down the right answers so the teacher comes and ticks them?
Alexa: Ja
T: It's a lot more subjective
Alexa: Ja (Alexa, (2), T.I.)

Something which made HoM assessment especially problematic for Alexa was that Habits of Mind refers to such a personal and internal concepts that the assessment of HoM is likely to be quite subjective. Furthermore, questions asked and answered in assessment tasks are far more personal, and therefore more revealing. This, too, is likely something which caused Alexa anxiety and apprehension. In subjects where answers are either right or wrong, Alexa did not experience the same doubts about her own achievements.

2. Learning about the Habit (subject-knowledge)

One of the aspects of the Striving for Accuracy task which Alexa found quite frustrating was the time limit which was imposed on the participants in completing the task. On reflection, I recognised that I expected too much from them in the time I allocated, so I knew at the time that her concerns

were valid. She felt that the time allocation prevented her from asking Nadia for feedback and correction, and marked “sometimes” for herself on this criterion, but it also became apparent that she did not know exactly what sort of behaviours in reality would relate to this criterion. The reason she marked “sometimes” was because she thought the criteria was not applicable. We needed to tease out the difference between a criterion which was applicable but not fulfilled and a criterion which was not applicable. I justified why I had marked “sometimes” in order to help demonstrate this (she had asked me, only, for feedback, and this is what lead me to mark “sometimes”).

Alexa:24	Alexa: (pause – 2s) Mmm (pause – 6s) I think there's only this one, which is “asking others for feedback”. T: Right – we all said “sometimes”. Alexa: Well, I thought that asking others for feedback – I didn't think it, uh, I thought it was actually not applicable, because, we – it was not really a task where you can kinda ask people to re-read your work T: Why not? Alexa: Because, you – it's, like, you'd, it's kind of also even if they do re-read the there was a kind of also guess kind of – 'cos it's – we're correcting things. T: Why do you say they guess? Alexa: ...Just, like, cos if time's up then you wouldn't be able to research anything anymore, so... T: So there was quite a time limit? Alexa: Ja T: Ok, is that the only reason? Alexa: (inaudible) no I just don't think it was sort of like, I don't know what it was. That's why I just put “sometimes”, just because the only thing I didn't do was, like, I didn't think aloud as much as, um, (pause – 4s) ...ja T: I think you – I mean, you asked <i>me</i> for feedback, didn't you? We were talking about, um (pause - 2s) it slips my mind offhand, but I remember there was something that you questioned me about. Alexa: Mm-hm T: Which is interesting, because of course I know all the answers, so it makes a lot of sense to ask me! Alexa: Mm. T: Um, so that was why I marked “sometimes”. Alexa: Oh. T: You didn't ask Nadia for any feedback, so you didn't swap – you didn't say, “please won't you just check if there's any errors that you can spot here”. Alexa: But she didn't kind of do that either T: No Alexa: So it was kinda like “not applicable”, that's why I put, why I thought that it was. T: I don't think it was not applicable, I think you both, didn't use that resource that was open to you. Do you get what I'm saying? Alexa: Ja. T: So it <i>was</i> applicable, but you didn't utilise it, and maybe next time, obviously exc – unless you're in an exam, then it might be worth asking a friend to help you with something
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(Alexa, (2), T.I.)

The discussion above frustrated Alexa, due to mixed messages which she was receiving in school about asking for feedback. She described a comment in her report in which her teacher suggested that Alexa ask for assistance *less*. As it turned out, it was a group-work task to which this comment referred, but Alexa had been unsure of the questions and had continuously asked the teacher for assistance rather than her peers. Alexa was agitated because in this teacher-interview, my advice to her was to ask both her peer and the teacher for assistance! She felt confused by the contradictions,

and felt herself completely misrepresented by the rubrics and by her report. Not being able to speak for the offending teacher, all I could do was recommend that she discuss this confusion with her.

- Alexa:25**
- Alexa:** There – also like, y, y, it – I-ha, I'm kind of, uh, in the middle because, especially on my report, like on my report this term, one of the teachers said that I need to lea – work on my own and not ask anyone for feedback and I'm like uuuuhhhh...
- T:** Alright. I mean uh, there is certainly a time – a time and place, and sometimes, what's required from you is your own work, for instance in a test.
- Alexa:** No it wasn't a test.
- T:** Ok, but, m – maybe then it's worth asking your teacher, “I'd really like to get my mom to proofread this, or to get my friend to – to check my work”.
- Alexa:** It was kind of even partner-work, but she said that 'cos we didn't understand some of the questions, so I would ask her instead of my partner, then...
- T:** Ok. I mean, that interests me, and I hope that you'll ask her about that because – or at least, your parents to ask her about that if it confuses you, because it sounds to me like you're confused, and it sounds to me like you have a reason to be confused. (pause – 4s) But ultimately, what I'm studying is how to have your own voice heard, so that's why tha – I mean it interests me that you feel you haven't been heard, in that sense. Mm-hmm? (Alexa nods)

(Alexa, (2), T.I.)

However, despite Alexa's frustration at not being heard, she did very little to engage with my ideas when I offered them to her, and did not take the opportunity to justify her own assessment of herself. When we got to speaking about the differences between the three rubrics, Alexa pointed out that I had assessed “Make sure you know what the directions/instructions mean before you begin” differently to both her and her peer. We spoke about what it means to understand the instructions.

- Alexa:26**
- Alexa:** Well, (pause – 6s) my s – the first one, I thought I understood the instructions and so did like, my partner but, you were the only one who marked different.
- T:** Ok. I, didn't necessarily think that you made sure you understood them. Because I remember when we were reading through the rubric, nobody stopped me, and I even paused, after I said “three-before-me”. I waited for somebody to go “I don't understand that”
- Alexa:** Well, I kinda did understand that, cos we, not similar, but I've done a similar kinda thing where (inaudible) I like write, um, like a paragraph or something, I always get my friends to read it, but I never really used that name. Ja.
- T:** I mean if you'd just had the rubric, you might not necessarily have known what it referred to, although you've done something similar.
- Alexa:** Ja
- T:** So that was the only reason I marked you both down on that. (pause – 2.5s) That was my reasoning. (both laugh) Ja?
- Alexa:** And basically everything else was like those two

(Alexa, (2), T.I.)

The extract above shows that Alexa did not really engage with my justification for my “sometimes”, and did not counter my justification with one for her own “often”. It seemed, then, not to matter to her too much how marks were arrived at, particularly marks with which she did not agree, or which she could not fit into her perception of herself. A further example from the Teacher Interview in which Alexa did not engage with my perception occurred when we spoke about the criterion “Make the task valuable for yourself” (this was one which we had decided to add when we went through the rubric together before the task). I conceded that probably the only reason I had marked her “sometimes” was that I did not have sufficient evidence to convince me that she was making the task wholly valuable for herself (= “often”). I asked her whether she did find the task

valuable, and after quite a non-committal response, she changed the subject.

- Alexa:27**
- Alexa:** Uuum, (pause – 5s) This one. We also marked the same.
T: Tell me which one?
Alexa: The second-last one
T: Make, “make the task valuable for yourself”. *We* marked the same?
Alexa: No, me and my partner marked the same.
T: Mmmm, you said you did make it valuable for yourself. Ja, I mean, and I said “sometimes”. Maybe that's just because I didn't really have sufficient evidence to say “often” but you did look like you were interacting with the task. You looked like you were interested. Opening lots of windows (*referring to computer windows in Internet Explorer*) and checking things out. But – I guess I – I mean, it certainly could be “often”, and I would need to consult with you about that. Was the task valuable?
Alexa: Mm-hmmm. (inaudible). And then, “check your work again and again”
(Alexa, (2), T.I.)

We also spoke about how in different contexts, different criteria on the rubric took on greater or lesser significance. For instance, she marked “often” for herself for the criterion “check your work again and again”, although she had become quite stuck on one of the corrections and had consequently finished very little of the task. So determined was she to check (over and over again) that one sentence, that she left herself no time to check any of the rest of the article. We discussed, then, whether her assessment of “often” was appropriate. She justified her own assessment but did not build on the suggestions I offered about the rubric itself being problematic in this regard (PTO).

- Alexa:28**
- Alexa:** And then, “check your work again and again”
T: Ja?
Alexa: She said “not yet”, “Sometimes” (teacher) and I said “often”
T: That's interesting, so we're all different there.
Alexa: Because, I – I – I would, I always used to do this in an exam, I would write a question and then I would go onto the next question, and, I would write down the answer if I knew it, but then I'd still, in the back of my mind, I would have to figure out that first / question, before I go onto anything else.
T: Mmm.
Alexa: So that's why I stayed on that dollars question and I just kept on researching it again and again /and again, you see.
T: Ja. And that's something that this rubric, I think, maybe falls short in: in that it assumes you have lots of time.
Alexa: Ja
T: Right?
Alexa: Ja
T: So in an exam, you wouldn't necessarily be able to do all of these things,
Alexa: Ja
T: And, you wouldn't necessarily have the time to check your work again and again and again, sometimes you've only got time to write it once. (pause – 3s) Mmm. I'm not sure why your partner said sh – she thought you *didn't* check it again and again – that interests me. I don't know what she didn't see.
Alexa: Mmmm. I think I know why she put that: because I hadn't done many questions
T: Mmmm
Alexa: I'd done like two, but the thing was that most of the stuff I had found was, quite factual exce – and I didn't – and the funny thing is at my old school we had this thing, where all the letters and words would be jumbled up except the first letter and the last letter, and immediately you would just read the word. And we had that outside our window and we always used to read it so like some of the spelling

Alexa:28 | T: errors in the middle I didn't pick up because of like...
ctd | T: Right – you have a tendency to understand
 | Alexa: Ja
 | T: What the text is saying without...
 | Alexa: Ja

(Alexa, (2), T.I.)

Although Alexa felt she had an idea as to why Nadia had marked the way she had for the above criterion, Alexa still wanted to clarify this with her. She clearly didn't quite understand, and felt frustrated that Nadia had perhaps not seen Alexa at least attempt to meet this criteria.

Alexa:29 | T: Ok, would you like to ask your partner who peer-assessed you anything about the assessment?
 | Alexa: Probably just the check your work again and again and again. Cos she did hear – I'm pretty sure she heard me, keep on asking you about that dollar question.
 | T: Ok, alright, so you'd just want to clarify that with her.

(Alexa, (2), T. I.)

She did concede, later in the interview, that although she clearly knew how to check work again and again, her overall approach towards Striving for Accuracy needed some work:

Alexa:30 | T: What are you thinking now about how you went about striving for accuracy?
 | Alexa: I think I went – striving for accuracy on that one question (laughs)
 | T: Right. Ja – like, the first part?
 | Alexa: (But then I didn't) keep on doing it
 | T: And, but – in – does that help? In terms of striving for accuracy? I mean, do you think you did well?
 | Alexa: Nooo, cos I could have answered more questions, but that was because I just got distracted – oh no I didn't get distracted, but I (emphasis) had to answer that question.
 | T: Ja
 | Alexa: It's a problem when you have to answer that question!
 | T: So perhaps that was a stumbling block for you?
 | Alexa: Mmm-hmmm.

(Alexa, (2), T.I.)

At the end of the interview, Alexa did not feel that she understood Striving for Accuracy any better than before our conversation. This is perhaps because of how difficult the process was for her to engage with meaningfully.

Alexa:31 | T: Has this process of assessment, and this conversation, helped you to better understand what it means to strive for accuracy?
 | Alexa: Not really.
 | T: Mm-hmmm?
 | Alexa: I kinda, always like know when I'm really being lazy and when I'm not, when I'm actually trying.
 | T: Ok. Has this in any way affirmed that definition for you?
 | (Alexa shrugs)
 | T: So it's just – whatever. You haven't really learned anything – new today?
 | Alexa: Naaaah not really

(Alexa, (2), T.I.)

3. Learning about assessment:

Alexa did not look very closely at her rubrics, and this lead her to miss some of the criteria on the

rubrics which were assessed the same (perhaps the sameness also did not fit in with her story about herself. For both sessions 1 and 2, she concluded quite firmly that there was only one criterion which had been assessed the same, but in both instances she had missed a second same assessment.

Alexa:32 | **T:** Ok, let's look at the criteria on the rubrics where we all marked the same. What are your reactions to that?
Alexa: (pause – 2s) Mmm (pause – 6s) I think there's only this one, which is “asking others for feedback”.
T: Right – we all said “sometimes”.
Alexa: And that's the only one.
T: What's this one? - “Experience dissatisfaction -” we all marked that one the same?
Alexa: Oh.

(Alexa, (2), T.I.)

And,

Alexa:33 | Be willing to let go of one idea to pursue someone else's idea – all 3 people marked me sometimes. That was the only thing in common with all three markers.

(Alexa, (1), P.I.N.)

Perhaps another reason for Alexa's lack of engagement with the rubrics was that she had no real frame of reference for how to reflect on the rubrics:

Alexa:34 | **T:** Ok. You have had a chance to look through these three rubrics: one which you completed, one which was completed by your partner, and one which was filled in by me. What are your first reactions to the three different rubrics?
Alexa: Well, I've seen that ours are like (pause – 3.5s) uhhh, I dunno. Nothing, really. It's just, er, I can't really...
T: It doesn't make you think anything really?
Alexa: Ja. Mmm.
T: Ok, let's look at the criteria on the rubrics where we all marked the same. What are your reactions to that?
Alexa: (pause – 2s) Mmm (pause – 6s) I think there's only this one, which is “asking others for feedback”.
T: Right – we all said “sometimes”.
Alexa: ...Ja, it's like...what do you want me to – like what do you want to ask, or answer?

(Alexa, (2), T.I.)

Unsure of quite how to engage with the process, Alexa found at the end that she had not gained much from the research sessions. When she answered more seriously, she made it very clear that in her opinion, in order for Habits of Mind assessment to be accurate and reliable, it is crucial that the assessor knows the assessee well, making specific reference to how little she felt others knew her.

Alexa:35 | **T:** If anything, what have you learned or gained from this process?
Alexa: (pause) uhhh (pause 2s) Mmmmm. I've learned, um (pause – 5s) ...when the London Fire was.
T: (laughing loudly) When was it?
Alexa: 1666.
T: Ok, but you wouldn't say that it's been a profoundly life-changing experience? From the look on your face right now...
Alexa: Erm, no!
T: Ok!
Alexa: Well I didn't really – I learned that it's very different to what you think if you mark yourself compared to how others mark.
T: And has that left you feeling or thinking anything?

Alexa:35
ctd

Alexa: No. It's just that I always think “aaaaah! These people need to know me more” kind of.
T: Do you think that would help?
Alexa: Yes. Because I think you can't just, like, for example risk-taking, you can't just judge someone on a truth or dare game or something. You need to actually be there like when they bungee jump or that kind of thing. So you need to – like, my best friends would probably – they know a lot more about me so they'd probably mark me a lot differently, compared to an unknown partner.

(Alexa, F.U.I.)

She lamented this lack of understanding on more than one occasion in her follow-up interview:

Alexa:36

Alexa: Just the fact that everyone assesses very differently. That's it! It frustrates me a little.
T: Why?
Alexa: Because, mmmm I dunno!
T: What would *not* frustrate you?
Alexa: I dunno, I think, er it's the same thing. I think people need to get to know you fully before they assess you on anything.
T: Right, so for you it's a reflection on the fact that it's a very incomplete situation.
Alexa: Ja.

(Alexa, F.U.I.)

Alexa also attributed the lack of coherence in the marking to the extremely personal and internal nature of Habits of Mind. She felt that the Habits could not necessarily be observed nor understood by an outside assessor. As a result of this perception, Alexa battled to understand how others interpreted her thoughts, actions and words, and how they matched these up with the rubric. She also battled to match up her own thoughts, actions and words with the rubrics, so the whole process was rather anxiety-provoking.

Alexa:37

T: Ok. Is there anything else you want to talk about, in terms of how we all assessed differently?
Alexa: Mmmm (pause – 6s) No, not really. (pause – 3.5s) Oh, er...Planning steps.
T: Ja, tell me, what happened there?
Alexa: I thought “sometimes” and so did she but you said “not yet”
T: Ok. Um, I didn't *hear* you planning your steps, but that's because you weren't thinking aloud.
Alexa: Mmmm.
T: So, I could only go on what I could go on.
Alexa: Mmm.
T: Did you plan your steps?
Alexa: I think so, to an extent.
T: Mmm?
Alexa: But, again with that question I got fixated on it, and I thought that it would be quite easy to just, s, keep on looking it up. It –
T: Mmmm
Alexa: Like it annoys me if there's a question that is so close I'm so close to getting the answer and I *can* get the answer
T: Mmmm.
Alexa: But then there's so many other questions to – kind of, do.
T: Ja.
Alexa: So
T: So maybe in terms of planning, what you needed to think was “ok, we've only got 15 minutes, that means I need to spend 5 minutes on this and 5 minutes on that...”
Alexa: Ja

Alexa reflected on this in her follow-up interview as well (PTO):

- Alexa:38**
- T:** And in Habits of Mind, do you think it's useful to be assessed by a teacher?
- Alexa:** I don't know. I don't think really that, because I think Habits of Mind is your own thing, and maybe what peers see you as, but I don't think it's necessary to be marked by a teacher.
- T:** Why?
- Alexa:** (defensive – feeling cornered by the questions) I don't know why!
- T:** (reassuring) ok, ok...
- Alexa:** (more calm) I don't know why.
- T:** Is it maybe that, uh, Habits of Mind is more internal –
- Alexa:** It's more of a personal thing. And it can't be judged on one time. It's like, over a lifetime.
- T:** So, it's got more to do with you in the context of your whole life than you in the context of this one moment?
- Alexa:** Ja, ja. Ja.
- T:** Ok. And the teacher obviously wouldn't have access to that, necessarily.
- Alexa:** Ja.
- T:** So do you want to revisit what you said earlier, about teachers know what they're talking about?
- Alexa:** Uuhhh, no I think they do sometimes, but it really depends on the situation.
- (Alexa, F.U.I.)

She also noted in her follow-up interview that feedback received during this process was not very useful to her because others did not understand enough to give her useful feedback.

- Alexa:39**
- T:** Has the feedback you have received during this process been helpful to you?
- Alexa:** Not really in this. If it's something different to this – if it's education, then ja.
- T:** What do you mean, 'education'?
- Alexa:** As in like if it's in school, if it's on a project saying I could have done this better, but not in this kind of thing, cos this is more personal type of thing – it's the way you do things. So you can't really take feedback on this because it's your own kind of thing, and you can't really change yourself.
- (Alexa, F.U.I.)

In the extract above, Alexa suggests two fundamental beliefs which could be the reason she struggles to engage with the process of Habits of Mind. Firstly, she seems to be conflating assessment of skills and behaviours associated with HoM with assessment of herself. This makes her feel very exposed and defensive, especially as the skills and behaviours required for success in HoM are not skills and behaviours which she has needed for success in school up to this point. She thus feels a weakness of hers exposed and this perhaps explains why she is so defensive and confused in this interview. Secondly, she believes that “you can't really change yourself”. This is surely a compounding factor for her resistance to this interview: she feels a weakness of hers has been exposed, about which she can do nothing. Feeling helpless and frustrated, she starts to reject the process of assessing HoM outright.

Also, refer to the discussion above on the criterion “Make the task valuable for yourself” In conversation with Alexa, she asked me to justify my assessment and I consulted her on what she thought a more accurate assessment should be, commenting that perhaps I didn't see enough (outwardly) to make me certain that she was in fact making the task valuable for herself. This is significant to note when considering how Habits of Mind should be assessed. According to Alexa, a

level of insight into pupils' minds will be important in assessing holistically. This speaks to the belief that assessment of HoM is equivalent to an assessment of self. If it is *not*, then insight into the assessee is not required (except in as much as some thinking behaviours do not manifest themselves outwardly very clearly). However, if HoM assessment *is* an assessment of an individual, then indeed, it is important that the assessor knows the person very intimately – better, in fact, for self-assessment to take precedence in this case. It will be important to decide which is most useful when assessing HoM: assessment of discrete and decontextualised skills and behaviours, or assessment of individuals in the context of their own lives.

Alexa mentioned in her follow up interview that the reflections after each session did not help her to understand the different assessments she received, and, perhaps because she did not know quite how to engage with them, she did not find them particularly valuable. She couldn't even remember doing the teacher interview, which surprised me greatly to hear, because I personally learned a great deal from that particular interview, and I got the sense that she was able to voice some of her frustrations and opinions, even if she did not learn anything from the interview:

Alexa:40	T: Did you find it easier to express your thoughts in any of the different reflections? Alexa: (non-verbal response) T: Not really? Alexa: No, like, not really. I've always had the same thought of being just frustrated sometimes, like when the marking is so different. T: Has anything come clear to you in one of the sessions? Did you find things made a bit more sense to you after you'd done the self-reflection, or after you'd done the teacher interview, or the peer interview? Alexa: Mmmm, I don't think so. What do you mean? T: Well for the self reflection you didn't really get to engage with anyone, but for the teacher interview you got to engage with me, and maybe we got to address some of those differences Alexa: I don't think we did that one. T: No, we did, I remember! Alexa: Oh. T: It was after Striving for Accuracy. Alexa: Ok....well.... T: Ok! Well it didn't leave a big impact? Alexa: Nooo.... T: Alright, that's fine.
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(Alexa, F.U.I.)

Perhaps one of the reasons that Alexa did not remember the teacher interview was that she didn't really engage actively with the discussion of rubric criteria, or with my attempt to negotiate assessment with her, for example:

Alexa:41	T: Mmmm, you said you did make it valuable for yourself. Ja, I mean, and I said “sometimes”. Maybe that's just because I didn't really have sufficient evidence to say “often” but you did look like you were interacting with the task. You looked like you were interested. Opening lots of windows (<i>referring to computer windows in Internet Explorer</i>) and checking things out. But – I guess I – I mean, it certainly could be “often”, and I would need to consult with you about that. Was the task valuable? Alexa: Mm-hmmm. (inaudible). And then, “check your work again and again”
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(Alexa, (2), T.I.)

Being exposed to the differing assessments, and to what she perceived as others' unfounded criticisms of her made Alexa develop a very strong opposition to assessment, especially of Habits of Mind. However, in her follow-up interview, she commented that this has become a generalised scepticism about assessment.

Alexa:42	T: Has this process changed your attitude or approach to assessments in other subjects?
	Alexa: It's changed but badly, cos I don't like want people to mark me now 'cos of what I've seen – people mark so negatively and they don't really have a clear perception of who I really am or anything.
	T: So in a way, this has confirmed for you that there's confusion about how you really are doing.
	Alexa: Ja. Ja.
	T: That nobody really seems to know
	Alexa: Ja. Except my best friends.
	T: And in a way that's – I don't want to put words in your mouth, so please correct me if I'm wrong – in a way, that's made you mistrust your teachers a little bit?
	Alexa: Yes.
	T: That's interesting. Can you talk a bit more about that?
	Alexa: (clearly feeling a bit cornered) I don't know what to say.

(Alexa, F.U.I.)

Evidently, this process has left Alexa feeling wary of and confused about assessments in general. It was obviously a significant experience for her to have felt so exposed (note that in the extract above she continues to associate assessment of achievement with assessment of self).

After the data had all been collected, and I was in the process of collating and sifting through the data, I had the privilege of hearing Alexa sing at a school talent show. The confidence and clarity of her voice, and the sheer surprise of her exceptional talent, brought a lump to my throat as I got the sense that somehow, when she sings, she makes sense to herself and to others. Like any 13 year-old girl striving to form an identity, she defends her fledgling sense of self and is hesitant to show too much of herself to others for fear of being shamed. The interviews which I had with Alexa gave me insight into this struggle of hers, and I came to understand her anxiety and exasperation quite deeply. I have overheard teachers who teach Alexa chatting in the staffroom (I do not teach her any academic subjects myself), and many of them express frustration about not knowing who she is. She seems highly unsure of how to engage with teachers and peers in class, and yet, by all accounts, she sails through assessments with ease. I find it very interesting that Alexa's frustration and uncertainty is so clear to her teachers as well, and yet (just as she told me in the interview), she is able to be very successful in assessments. It confuses her teachers how she can be so “deviant” and so successful at the same time.

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Alexa did not hesitate to question my approach and disagree with my opinions quite frankly in her Teacher interview. This shows that she felt comfortable in this situation to voice her own thoughts quite freely, and did not feel subjected to a power-hierarchy. When asked if she would want to change anything on the rubric after our conversation, she suggested a change to the actual assessment task: she would have preferred if both participants worked on one article, rather than having one each. She felt that, particularly due to the time constraints, this prevented them from helping one another, and thus prevented them from fulfilling the criterion on the rubric “Ask others for feedback and correction”. I suggested to her that perhaps if they had managed their time slightly

better, they might have found they were able to do this, but she did not accept this, and promptly put her suggested change back on the table for discussion. I told her then that I had considered organising the task in the way she suggested, although I had rejected the idea on the assumption that it might enable a situation in which one person (the stronger of the two) took on most of the work and left the other one to be simply a passenger. (PTO):

Alexa:43	Alexa: Like, we got two different articles and it's not like she got a chance to read mine, and I got a chance to read hers. So, if, maybe, we could both get a chance to read each others, and then, think of it, like work over it together. That would have been... (trails off) T: Although that might be a time factor. If you'd had time to read through it and make sure you'd read it, then you could have swapped and said "Is there anything you can spot here that I haven't spotted?" Alexa: Mm. Or you could just do one. T: You see, er, if I can explain why I chose to do the task this way, it's because I – I think in some partnerships there might be one person who's very strong at Alexa: Mmm T: At this sort of thing. And I felt that person might then take the lead, and do it all. Alexa: Oh T: Do you get what I'm saying? Alexa: Mm-hmm? T: A-and then leave nothing for the other person to do. So that's why I wanted to – to, make both people responsible for something different. Uhm. (pause – 2s) Ja. If that, addresses your point? (Alexa nods)
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(Alexa, (2), T.I.)

At the end of the extract above, Alexa appears to understand and accept my explanation, although she stops engaging much vocally. Perhaps she just got tired of arguing, feeling as though I was simply shouting down her suggestion. It is unclear whether she is truthfully agreeing or whether she is retreating into herself. Of course, in dialogical assessment, it is crucial to be able to tell the difference! Dialogical assessment cannot be effective when it is simply the teacher explaining, and the learner nodding or saying "mm-hmm" without any true engagement. Alexa made it clear during her follow-up interview that her success-yielding approach to school-work is to establish exactly what the teacher wants from her, and then produce exactly that:

Alexa:44	Alexa: I think, I think maybe the teacher interview should go first, 'cos then you get an idea of how she marks, and then you can kind of adjust yourself to how.... T: Alright, so you found that experience gave you some insight into me? (pause) Am I understanding you? Alexa: No I just mean, I mean like I dunno. I dunno if it's just me, but I always like to get...like <i>good</i> marks and everything, well full marks actually. Cos we would have had more of an understanding of what you were looking for and how you were gonna mark. So then, when we got the stuff back we wouldn't go "ah no but I think I did <i>this</i> and you marked this". T: So doing the teacher interview first would help to set a precedent for the teacher's expectations? Alexa: Ja I think so.
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(Alexa, F.U.I.)

Thus, perhaps she does not even understand the purpose of dialogical assessment. All she needs to know is what the teacher expects in order to give full marks, and whether (afterwards) the teacher feels she achieved those things. Having her own opinion, and her identity, become so deeply

entwined with assessment therefore makes her extremely uncomfortable. However, in contradiction of her preference to yield to the teacher, she mentioned during her follow-up interview that she wasn't entirely convinced of a teacher's authority to assess Habits of Mind. She wasn't completely sure how to resolve the role and authority of the teacher, when questioned.

Alexa:45

T: Is there anything particularly valuable or beneficial about teacher assessment?

Alexa: I think it is, 'cos **they know what they're doing**.

T: Do they?

Alexa: Most of the time, I would assume. (sniggers)

T: And in Habits of Mind, do you think it's useful to be assessed by a teacher?

Alexa: I don't know. I don't think really that, because I think Habits of Mind is your own thing, and maybe what peers see you as, but I don't think it's necessary to be marked by a teacher.

T: Why?

Alexa: (defensive – feeling cornered by the questions) I don't know why!

T: (backing down and reassuring) ok, ok...

Alexa: (more calm) I don't know why.

T: Is it maybe that, uh, Habits of Mind is more internal –

Alexa: It's more of a personal thing. And it can't be judged on one time. It's like, over a lifetime.

T: So, it's got more to do with you in the context of your whole life than you in the context of this one moment?

Alexa: Ja, ja. Ja.

T: Ok. And the teacher obviously wouldn't have access to that, necessarily.

Alexa: Ja.

T: So do you want to revisit what you said earlier, about teachers know what they're talking about?

Alexa: Uuhhh, no **I think they do sometimes, but it really depends on the situation.**
(Alexa, F.U.I. Emphasis added)

Perhaps, up until she participated in this research task, Alexa felt sure she could trust her approach of establishing the teacher's criteria for success, and then succeeding by meeting the criteria. She never questioned her teachers' ability to assess her. Understand her, maybe (as her report comments indicated to her that they did not know her very well). However, in this project, understanding of a person and assessment of their skill became conflated for her, and perhaps she began to lose trust in her teachers' ability to assess her. She concludes here by saying that teachers sometimes know what they are talking about, and that it depends on the situation. This is evidence that her previous trust in the teacher has been shaken, and it is really little wonder that she is now quite averse to assessment generally. However, Alexa still felt an instinctive need to yield to the teacher's authority and “say the right thing”. I got the sense that Alexa was worried that she was saying the “wrong thing” at the end of the teacher interview when I asked her what she had learned from this process. Her two long pauses indicate uncertainty as to how to answer that she hadn't learned anything, really, so I offered her this as an option for an answer and she took it. However, she immediately reassured me that she would probably realise *eventually* what she has learned from this process – it seemed she felt obliged to suggest *some* learning.

Alexa:46

T: What have you learned from this process, if anything? (pause - 2s) And you can talk about this week, last week...

Alexa: (pause -)

T: Is there anything you've learned?

Alexa: (pause - 3s) Mmmmmmm. Not really

T: Ok.

Alexa: (loud laugh)

Alexa:46
ctd

T: That's fine!

Alexa: Ja I di – I ha I haven't really...I'll probably realise I'll have learned something at like, the end of the year

T: Maybe

Alexa: But nothing...

(Alexa, (2), T.I.)

It is clear from Alexa's conflicted comments and opinions throughout the process that her struggle to understand herself clearly impacted on her ability to accept and understand the differing opinions of others. Assessment of Habits of Mind is, for Alexa, an unnecessary and irritating process which brings one's concept of self too much into question to be valuable. According to her, assessment in a school-based situation cannot yield an accurate representation of someone's achievements, or their capacity, in Habits of Mind.

Parvani's Journey

Parvani completed a Peer-Interview after Session 1 (Thinking Interdependently); however, her partner (Lesego) was absent for this session, so Carmen from Group C sat in as Parvani's peer-assessor during the assessment task, although she herself did not participate, so Parvani did not assess Carmen. Parvani then completed a Teacher Interview after Session 2 (Striving for Accuracy), and a Self Reflection after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

Parvani showed a tendency in her assessments and in her comments to be quite hard on herself. She commented that it was good to hear others' perspectives on her because it helped her to know how to improve herself:

Parvani:1 | You can look at that and see how you can improve yourself.

(Parvani, (2), T.I.)

However, in fact, both her peer and I had fairly consistently marked her *higher* than she had assessed herself, across the research sessions. Nevertheless, she focused on the areas of herself which she felt needed improvement, rather than recognising that she was probably doing better than she thought she was! Although, as I will discuss below, she learned throughout this process to see herself in a less critical way, even in her follow-up interview she showed a concern with self-improvement:

Parvani:2 | I think you should start with the peer interview to see how other people see you and what they think you could improve on.

(Parvani, F.U.I.)

And,

Parvani:3 | I came into your project thinking about my goals. During the project, I wanted to open my mind to different things and learn new ways of doing different things, so I guess the self-assessment kinda helped me to see what I thought I was doing and how I could improve to reach my goals

(Parvani, F.U.I.)

Below is an extract from the beginning of the teacher interview, when we were discussing the criteria which had been assessed differently. Notice how many times she uses the word “didn’t”. I then presented my own, more positive perspective with an almost disproportionate number of affirming statements, to try to help her to understand her achievements more objectively.

Parvani:4 | **T:** This one interests me. Both of you have said “not yet” when it comes to “establish standards of excellence”, but I’ve said “sometimes”, which is interesting.
Parvani: (pause – 2s) Well, I know that I **didn’t** refer to the rubric when I was going through the task. ...Um, what were we aiming to do at the end of it was to complete the crossword, but I **don’t think**...I said “not yet” for that cos we, we obviously **didn’t** and we **didn’t**, um, manage our time properly, and ja.
T: However, in, in a micro – if you look at it in a, in a smaller way, **you were**, you needed to establish what the correct spelling was of the words. So, “establish that standard of excellence” – excellence being the correct spelling. Or, the right facts. And **you established those**, before, in in order to check.

Parvani:4
ctd

Parvani: Mm
T: Do you get what I mean?
Parvani: Yes
T: **You read it and you thought** “Hmm, that doesn't look right”, so you established what was correct, and then you went “Hmm, not right – you see!”
Parvani: Ok
T: So **you did do that. You were able** to refer to *correct* things, to to help you work through it.
Parvani: Um, I I didn't, think of it that way, also, so I think that's why, another reason um, we both might have said “not yet”.

(Parvani, (2), T.I. Emphasis added)

This clearly helped Parvani to see herself in a new way:

Parvani:5

T: I think that has a lot to do with the fact that you were a lot harder on yourself, than either your partner or I. We were both more positive about you, and the way you did it. You t– ticked a lot more “not yet”s
Parvani: Ja
T: So maybe it helps, to see, that, from where we were looking, you weren't doing too badly
Parvani: (soft laugh) Ja. I think I just, a lot – uhm, I'm a, a little bit critical about my work, and maybe that's why I didn't see things how you – the teacher – or my partner saw it.

(Parvani, (2), T.I.)

By the middle of the interview, this thought was beginning to sink in for Parvani:

Parvani:6

T: Did receiving and reading through these rubrics, change your perception at all on how you strove for accuracy?
Parvani: Um, I think it did cos I marked myself with a lot of “not yets” and when I look at the other two rubrics it's [the “not yets” are] not as much as I thought I did, so, I could've, uh maybe, seen myself doing it from a different way, or, trying harder to, um, ja, to perceive it in another way.

(Parvani, (2), T.I.)

By the end of the interview, she had accepted that her own fairly critical perspective of herself needs to be balanced out by a different perspective.

Parvani:7

T: Ok. What have you learned from this process?
Parvani: Well, I learned that, for me, I need to be a bit more easy on myself, and look at things from different views...

(Parvani, (2), T.I.)

In her follow-up interview, Parvani spoke about the profound impact that seeing more positive perspectives on herself had had on her self-confidence and her sense of identity.

Parvani:8

I know I was hard on myself, so the feedback that I heard was 'you can do better than you think you're doing'. During the process I've learned to become more confident in what I do and how I do it. It also shows a clear definition of who I am and what I stand for and what I think I can do and how I can improve on what I'm doing.

(Parvani, F.U.I.)

It is important to acknowledge the role assessment can play (either positive or negative) in the facilitation of identity-development, and in pupils' construction of self-esteem. This is particularly

true for a subject like Habits of Mind, which is as much to do with one's character as to do with one's skills and behaviours.

2. Learning about the Habit (subject-knowledge)

Parvani came across in her teacher interview as being instinctively curious and quite sincerely intrigued by the process of assessment. When I asked her what her first impressions were of the rubrics, she began immediately – without prompting – to try to understand why she had been assessed the way she had.

Parvani:9	Parvani:	Um some of them are in common for reasons like, not completing the task properly, or not really finding other ways or strategies, um, better to complete the task. I found that, um, that we all got different answers for, um, (pause – 2s) what was it...for the checking our work multiple times and using multiple methods to check our work
	T:	Mm-hmm?
	Parvani:	Um I pe – personally found that I didn't um, work, um, uh I didn't use a lot of methods, um, only after I realised that we were allowed to use the dictionary and the computer that I did, and um, I also didn't really work, well, with my partner in communicating with her.
	(Parvani, (2), T.I.)	

When I asked her to reflect on the criteria which had been assessed differently by all three assessors, she – also quite instinctively – started to tease out the differences between an “often”, a “sometimes” and a “not yet”:

Parvani:10	Parvani:	Um, “asking others for feedback and correction”
	T:	Ja, / we all said...
	Parvani:	We all marked that with “sometimes”
	T:	Ok
	Parvani:	Um, I think that we did try and ask each other for help, and
	T:	Mmm
	Parvani:	check using the dictionary and the computers but, um, we could've tried searching for other things to help us, uh, try and answer the questions to complete the crossword
(Parvani, (2), T.I. Emphasis added)		

We continued on to investigate criteria which had been assessed differently by all three assessors. For 5 out of the 8 criteria, she and I had assessed the same, and her peer had assessed differently. She had only assessed herself the same as her peer for 2 criteria. So, a great deal of our discussion was spent working out what her peer had been thinking when she assessed. Parvani was clearly quite confused by these instances. She offered justifications for her own assessment, then attempted to understand her peer's assessment, and then she checked her theory against what she thought my reasoning for my assessment could be (PTO).

Parvani:11 | **Parvani:** (pause – 4s, looking at rubrics) Umm, These two [teacher and self both ticked “not yet”] are the same, with “planning my steps”. I think I marked that one because I knew I didn't, um, have a plan to check it, like use one source, and then check it and ask other people, I kinda just stuck to using my brain

T: Right, ja? ...And then *later* on you discovered other /methods

Parvani: Ja

T: But you didn't think ahead

Parvani: Ja, I didn't really have a plan, um, uh, as to how we were going to complete the cross-word, we just, kinda went with the flow.

T: Mmmm. Why do you think your partner marked it “sometimes”?

Parvani: Uhm, I think, maybe because I, decided to use the dictionary to check my spelling?

T: Mmm

Parvani: Umm, I'm not exactly sure about my partner. Um, I wasn't really sure what she did cos I was, mainly focused on myself but I did, um, realise that she did try to use the computer for help, and, um I think, for accuracy we tried to switch, so I used the computer to try and help her also.

T: Mmmm

Parvani: Um, I think the teacher said, “not yet” also for the same – we didn't have a strategy, to, um, complete the task.

(Parvani, (2), T.I.)

And,

Parvani:12 | **Parvani:** Um, making sure we that we knew the directions or instructions – I said “sometimes” 'cos I realised that I wasn't clear, that, um, I could use the dictionary or the computer I wasn't aware of that before we started the task

T: Mmmm

Parvani: Um, my partner said, um, “often”, um, I think, she said that maybe 'cos she, was aware of...it, but, I'm not exactly sure why.

T: Ok

Parvani: And, I think, the teacher also said “sometimes” because, after a while we realised that we only started using the, um, the dictionary and the, the computer at a later stage of the time

(Parvani, (2), T.I.)

For the three criteria which she and I had assessed differently, I had consistently assessed her higher than she had assessed herself. Our discussions about these criteria opened up conversations about how she sees herself (which have been discussed above) as well as about how she understood the criteria of the rubric.

Parvani:13 | **Parvani:** Ok. (pause – 7s) Um, also, the, “attempt to meet or even surpass your standards of excellence. Aim for higher than the average”, um, I said “not yet” cos, we didn't try, different ways to achieve success in a – in a different perspective or look at it from um, each other's views

T: Mmm-hmm?

Parvani: We just, did it as our own work, and we didn't, confirm with each other, or ask each other a lot of questions.

T: Would you normally – proofread your work before handing it in? Is that something you do generally?

Parvani: Yes.

T: For me, even the act of taking the time to look through it, puts you into a “sometimes”, that you are, you're already attempting to meet or surpass your standards of excellence, because you're reflecting on where you're at, so, so, I don't, I don't think you are not yet attempting to meet or surpass your standards of

excellence. That's just my opinion.

Parvani:13 | **Parvani:** Ok
ctd | **T:** I mean if you'd sat there and gone "Ag, I'm sure it's right"
Parvani: Ja (laughs)
T: Then (laughs) it would be a different story.
Parvani: Yeh.

(Parvani, (2), T.I.)

Parvani was quite intrigued by her partner's differing opinion of her, and felt she would have liked to question her about the differences. She felt quite resolute in her perspective of the situation, so was quite confused about her partner's assessments.

Parvani:14 | **T:** Ok. Would you like to ask your partner who peer-assessed you anything?
Parvani: Um, ja. I would actually want to know, um, why she said "often" for "checking" er "using multiple methods" cos I know that I only used the dictionary and my brain I didn't, really, use the computer or ask a lot of questions. Um, I know that I did ask her for one or two questions, but then again she wasn't exactly 100% sure, also, so, ja.

(Parvani, (2), T.I.)

Parvani seems, above, to judge herself by the success of her strategies rather than by having used them in the first place. I assessed her on her *use* of the strategies, and perhaps this was why she didn't understand why my assessment of her was so positive (when she felt she hadn't really succeeded). She sought to resolve, or at least understand, differences in my assessments of her:

Parvani:15 | **T:** Would you want to ask me anything about the way I've assessed?
Parvani: Um, about, "request opportunities to improve on your work": I said "not yet" 'cos we didn't, I don't think we asked a lot of questions, or, ja. Or, I'm not sure how, you...
T: Ok. What, uh what I meant by that was, I thought it was interesting when you asked me if you could switch papers
Parvani: Ja, ok
T: And I thought you were making an opportunity there, for yourself, to, to double check. And you checked with me if it was ok, and, so I thought that showed a lot of initiative, and a desire to do it right
Parvani: Ok. Mmm.

(Parvani, (2), T.I.)

Parvani demonstrated similar curiosity in both her peer interview notes and in her self reflection. Examples of these are discussed under (3 – Learning about Assessment), because part of her confusion about how others have assessed was also confusion about the assessment process. Suffice it to say, for now, that she was receptive to and curious about others opinions, and sought to resolve or at least understand differences. However, obviously, in her self reflection she was not able to ask these questions to anyone. When she had the opportunity to ask her questions, she did, in her teacher interview (as shown above) and in her peer interview. An extract from her peer interview notes demonstrates that she and her peer used this process to good effect, in order to come to a shared understanding about an aspect of Thinking Interdependently:

Parvani:16 | [Question 8: Would you like to ask your peer to explain anything on the peer-assessment rubric? If so, what?]
 I asked my peer about "Ask other people for feedback on your own ideas, and for their opinions". She said "not yet", the reason being was I didn't ask if the group agrees or thinks it was a good idea. I agree as I wasn't always aware of what I say or interpret a concept.

(Parvani, (1), P.I.N.)

However, what was quite interesting about Parvani was that her desire to understand others' opinions was accompanied by a complete acceptance that differences of opinion are inevitable.

Parvani:17 | **Parvani:** Um well, I also believe that everyone has their own opinion, and ways that they think someone has done something or someone's approach towards something. That might have been the reason why we've all had different answers or similar answers for specific things.

(Parvani, (2), T.I.)

At the end of the teacher interview, it was clear that Parvani's understanding of what it means to Strive for Accuracy had been greatly clarified and broadened.

Parvani:18 | **T:** Has this process of assessment, and this conversation, helped you to better understand what it means to Strive for Accuracy?
Parvani: I think it does 'cos it shows us, uhm the opportunities we have to check and different ways to check our work, and ways to improve our work by asking questions or using different sources. Um, I didn't really know much about striving for accuracy at first, so I think it did help me to gain, one view of understanding as to what striving for accuracy actually is.

(Parvani, (2), T.I.)

Our discussion about the criteria involved in Striving for Accuracy lead her to the opinion that perhaps everyone has their own personal style of Striving for Accuracy. The rigidity of the rubric does not allow for such a nuanced and flexible understanding of Striving for Accuracy.

Parvani:19 | **T:** Ok. Would you like to suggest any changes to the rubric, as a result of this conversation?
Parvani: Um, (pause – 2.5s) I think, maybe, like how you, “do you think personally you strove for accuracy in your own way”? Cos I know that, um, I didn't check multiple ways which I thought, I was supposed to or was going to do by I didn't. So, ja...
T: Do – are you saying we each have different ways of striving for accuracy and some ways suit some people and some ways suit other people?
Parvani: Ja. ... I know that a lot of people are different and they all, um, use different ways to think, or like some people, work best with words, or, others with shapes and diagrams...
T: Mmm.
Parvani: So, I think, striving for accuracy for them would be better if, if they use sources and, for me, words, 'cos that's how I work best
T: Mmmm.
Parvani: And checking it myself, it – ja.
T: And maybe you need to be aware of *your* strengths and *your* weaknesses. So when you get a shapes and diagrams one you can say “I need to check this with my friend”
Parvani: Ja - yes
T: And they know they can come to you and say “please will you check the spelling?”
Parvani: Yes

(Parvani, (2), T.I.)

We went on from the extract above to discuss how people with different strengths within Striving for Accuracy could combine their strengths – Think Interdependently – in order to ensure the most accurate result. Parvani was thinking carefully and critically about Striving for Accuracy, and I was very pleased to see her engaging with the heart of the Habit with such depth of thought.

Parvani's openness to learning about the Habits of Mind even after the teacher interview was demonstrated in her written reflections. This suggests that her curiosity and tendency to seek

understanding were quite intrinsic to her. In fact, she did mention that her experiences with assessment in this project had made her act more consciously and reflect more critically about her actions.

Parvani:20 | I think about how I'm doing something – my behaviour towards it.

(Parvani, F.U.I.)

After Taking Responsible Risks, she contemplated the rubric and reflected that in it, there was no opportunity to acknowledge the emotional aspects of risk-taking. This is a significant insight.

Parvani:21 | [Question 7: Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?]
I think I would add a box for self-confidence and trust because in order to take a risk you have to think about what you do and how you feel about it. In some cases, different emotions or thoughts are conveyed.

(Parvani, (3), S.R.)

This apparent learning was clear in Parvani's follow-up interview as well. She mentioned that this process has increased her understanding of the relevance of Habits of Mind and strategies for the Habits we covered:

Parvani:22 | I kinda realised how Habits of Mind can help us in many ways, because before, when we did it in the Junior School, I didn't really see the importance of it. I learned how to deal with problems and decisions when I'm confronted with them, and to put aside my own ego and manage my impulsivity and try and include other people and how to develop skills when working in a team.

(Parvani, F.U.I.)

The classes, she felt, were good introductions to each Habit of Mind, and then the research sessions served as exercises in extension on the Habits for the participants.

Parvani:23 | The class work helped because we were first introduced to it, and when we did it with our partners we kind of knew what to do, so it was easier to deal with the situation.

(Parvani, F.U.I.)

3. Learning about assessment:

Parvani noted that she had struggled to assess her peer because she (Parvani) had been very focused on her own aspect of the task and had struggled to follow what her peer was doing over and above getting her own task done, although she claimed she did notice some aspects of the way her peer went about the task. She theorised that perhaps her peer had, similarly, been too focused on her own work, which was why she had marked a particular criterion differently which both Parvani and I had assessed the same.

Parvani:24 | **T:** Why do you think your partner marked it “sometimes”?
Parvani: Uhm, I think, maybe because I, decided to use the dictionary to check my spelling?
T: Mmm
Parvani: Umm, I'm not exactly sure about my partner. Um, I wasn't really sure what she did cos I was, mainly focused on myself but I did, um, realise that she did try to use the computer for help.

(Parvani, (2), T.I.)

Parvani mentioned in her follow-up interview that this was a concern for her in terms of how accurate peer assessment really is:

Parvani:25

Sometimes I think they might not always understand the situation correctly, or [they might] misinterpret it, and sometimes their marking might not be reliable cos they don't really know what to say for a specific part of it. They may have doubts or be confused about what they [the criteria] are asking and how to relate it to the person's actions. ...[This could be] Caused by not paying attention, or if you don't know the person well enough to actually understand and see what they're doing correctly

(Parvani, F.U.I.)

Here she mentions two factors which lead to inaccurate assessment: lack of insight into the person being assessed, and not paying enough attention to see them fulfil the criteria on the rubric. The nature of success in HoM is therefore, for Parvani, about one's identity (which has to be known in order that the HoMs be recognised) and also about 'doing' the Habits.

I was impressed in the teacher interview to see Parvani engage quite carefully and systematically with the criteria on the rubric. She carefully considered the criterion "Experience / express dissatisfaction with incomplete or sloppy work", and noted that while their task was "incomplete" she wasn't sure if she could really call it "sloppy".

Parvani:26

Parvani: Ummm, (pause – 4s) We also did "experience, um, dissatisfaction with incomplete or sloppy work". Um, I know that we didn't complete filling in the crossword,
T: Mmmm
Parvani: I think it's cos we took too long, um, making sure that all our mistakes – or, in the article – were correct
T: Mmm
Parvani: Ummm, I'm not exactly sure how sloppy the work was –
T: Right, but it was incomplete
Parvani: Ja.

(Parvani, (2), T.I.)

Such careful consideration of the rubric is very important for developing a sense of one's achievements relative to the criteria. Parvani noted that *after* completing the Striving for Accuracy task, she had a much clearer idea of what the criteria on the rubric were referring to, and she suggested to me that it would be more beneficial to create the rubric *after*, rather than before, the assessment task. I thought this was a valuable suggestion which highlighted the importance of the criteria being understood in context. The more familiar one is with a particular Habit, the clearer one's idea of specifically what behaviours or mental inclinations might be involved in successful execution of the Habit. Of course, it is also important to know from the outset what one is aiming for, but perhaps those aims make more sense retrospectively.

Parvani:27

Parvani: At first I didn't really know a lot about striving for accuracy so I didn't know how to, um, or what else to add to it [the rubric].
T: Mmmm.
Parvani: But I think maybe if, we did a rubric afterwards, now that we know what we were looking for, it would have been helpful to have other people's opinions.

(Parvani, (2), T.I.)

I learned from Parvani's suggestion, above, that a more effective way of teaching Habits of Mind is to introduce the meaning of the Habit through a useful and focused exercise, which would then give learners enough insight into the Habit to draw up a rubric, or (in this case) to reflect critically on an existing rubric. Once we had drawn up a rubric, we could test it out with a further exercise. This

process could – and should – be repeated over time to gain a full understanding of the nuances of the Habit.

However, reflective though she was about the rubrics, the assessment process was quite confusing for Parvani, as she struggled to establish what sorts of things her peer or I had taken into account in our assessments of her, or what things she should take in to account in her assessment of herself. When asked if she would like to ask her teacher (first two examples) and peer (last example) anything about the way they had assessed, she responded,

Parvani:28 | “Devote your energy to enhancing the group's resourcefulness”. **I guess I didn't really understand the statement and how to apply to our task.**
(Parvani, (1), P.I.N. Emphasis added)

And,

Parvani:29 | I would like to ask how my teacher marked and **what she took into consideration when she said that** I am willing because I am a very shy person and I don't think I have the confidence to back myself up in all that I do.
(Parvani, (3), S.R. Emphasis added)

And,

Parvani:30 | I would for number 8. She said I evaluate my decision making but (in) some cases I don't believe I do, because I don't take into consideration the pros and cons or think about the best situations or techniques on how I take a risk. **I am uncertain as to what to take into consideration when marking.”**
(Parvani, (3), S.R. Emphasis added)

It has been shown above that Parvani seemed, from her peer interview notes, to have engaged meaningfully and thus learned from her peer interview. She made use of the opportunity to have her question to her peer answered, and was satisfied by the answer, finding that she could understand and agree with it. In her follow-up interview, Parvani noted that she would have valued conversing with me more, in order to get a clearer sense of how I mark. She said that she found the conversation after Striving for Accuracy task informative, and she would have appreciated more such insights.

Parvani:31 | I'm not really sure what you take into consideration when you mark, and how I think when I mark myself. Maybe if you discussed your criteria for each sentence that was on the rubric, after the task, to see how I did and what you were expecting me to do.
(Parvani, F.U.I.)

Parvani:32 | Parvani went on to explain that in this regard the interview with me was very helpful: ...Because I learned that striving for accuracy is not always doing everything right, but trying your best to execute something well, and I think in the interview your questions were quite valuable, 'cos they made me think of how I did things and why I did things. If we sat down more and discussed how we did things and why we did things, I would have understood more what you were talking about and how you marked.
(Parvani, F.U.I.)

Parvani often emphasised the importance of having prior knowledge of the person being assessed, and understanding the context of the assessment task, in order that all assessors understand the assessment and the assessee similarly. She felt that peers would generally be able to take more

background information about the assessee into account than teachers would, as peers would have access to broader knowledge of the person being assessed:

Parvani:33 | Sometimes a teacher will only mark from a teacher's perspective, not necessarily understanding how they did it [the task], or why.

(Parvani, F.U.I.)

She also mentioned that, in her opinion, accuracy in assessment requires not only having deeper insight into the person being assessed, but also having a shared understanding and experience of the assessment task. Also, crucially for Parvani, was that the assessment task be understood in its wider context as a milestone on a dynamic process of learning for the assessee.

Parvani:34 | People see you from the same perspective if they read what you were doing in context. And also, if they know you well and your capabilities after a while, when they've worked with you, then maybe their assessments will be similar. I don't think you can really mark someone and say 'no, you're not good at this' if you haven't really been with them or you don't really understand what they're doing. And they might not be good at something, and then you just think they can't do it. Then there's no space for them to improve...It doesn't always mean that they can't improve, or try something else to help their situation become better.

(Parvani, F.U.I.)

It concerned Parvani that summative assessments allowed for no acknowledgement of a person's growth over time, or their potential to improve in future. Note how she almost perceives a negative assessment as a sentencing in the extract above: "Then you just think they can't do it. Then there's no space for them to improve". Assessment, therefore, is a force which can constrain a person's growth or enable it. She expressed the need for both formative and summative assessment in painting a complete picture of a person's learning process. Formative assessment to help a person learn, and summative assessment to give a sense of a person's learning:

Parvani:35 | I think instead of marking during the process – well, that's kind of important too – but *after*, to see the change or how they've learned to do something that they weren't really good at, at first.

(Parvani, F.U.I.)

Of course, life is not always as clear-cut as Parvani's distinctions of "during" and "after" would suggest. This is something that could be investigated: in terms of timing of assessment tasks, what belongs to "during" and what belongs to "after"?

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

When I asked Parvani in the teacher interview what her first reactions were to the rubrics, I was interested that she started to answer with a fairly accusative statement, then restarted her statement, in the passive voice.

Parvani:36 | Um, well I notice that – you, er, that I've been given, um, a lot of different answers by each person.

(Parvani, (2), T.I.).

It was clear to me that she was hesitant to make any statement about my marking which might seem like a criticism or an accusation.

She also mentioned in her teacher interview that it had not occurred to her that I might be a possible resource for assistance and information during the Striving for Accuracy task. Whilst this was not

an unusual realisation for the participants, it does speak to a hierarchy within education, in which teachers are the detached assessors and the pupil must be assessed on how they complete the task by themselves. Parvani's laughter in the extract below indicates her slight nervousness about this concept. Habits of Mind goes strongly against this mindset, and pupils might then experience tension of being pulled in one direction by this traditional schooling structure, and in a totally opposite direction by Habits of Mind.

Parvani:37 | **T:** You also could have asked me
Parvani: (laughs)
T: 'Cos, I have all the answers! It's worth a try isn't it?
Parvani: (laughs) Yes.
(T laughs)
Parvani: I guess I didn't think of that also, so...
(Parvani, (2), T.I.)

Parvani's entrenchment in this traditional structure came through strongly in her follow-up interview, when she commented that she is often quite intimidated by teachers' assessment:

Parvani:38 | I'm always scared that I've done the wrong thing or said the wrong thing, cos you don't know how to say what you want to say, or do whatever you're doing.
(Parvani, F.U.I.)

She did mention that, to some degree, she had not felt her usual intimidation by teacher-assessment in this project, because she found it to be a valuable learning opportunity, and she also found that my relationship with the pupils helped to encourage and empower them.

Parvani:39 | Sometimes I get quite scared when teachers mark me, because I think I'm doing the wrong thing, but you can learn from what you're doing, and also you [the teacher] gave us a lot of encouragement to try new things and to work with different people.
(Parvani, F.U.I.)

Perhaps it was the one-on-one conversation that made Parvani feel this way; in this time she felt noticed and acknowledged, and encouraged by that fact. Remember also that she learned about herself in the teacher interview that she is quite harsh on herself, and it was surely a valuable and encouraging realisation for her that others perceive her as quite capable, regardless of how she perceives herself.

She mentioned in her follow-up interview that something which had left a lasting impact on her was the notion that there are multiple ways in which a piece of work could be perceived, and so there are likely to be many differences in assessment. This, being anticipated, need not be threatening:

Parvani:40 | Now I know that I don't really have to be scared when I'm faced with an assessment, cos there's many ways to take it.
(Parvani, F.U.I.)

Thus, Parvani felt freed from the constraining effects of assessment by her newfound understanding that assessment is part-perspective, and everybody's perspective is in some way limited. Negative assessments therefore need not have the oppressive force of a sentence.

Other extracts used in Data Presentation

Parvani:41 | “I was quite surprised at the fact that my marking criteria or the way in which I saw myself was much more strict or harsh” (Parvani:41).
(Parvani, (3), S.R.)

Parvani:42 | “I also learned to develop self-confidence and trust, cos I'm not really an outspoken person. I usually mark myself hard, so when I back myself up and say 'I actually have done this and I can do this', I came to a realisation about my capabilities.”
(Parvani, F.U.I.)

Ayesha's Journey

Ayesha completed a Teacher Interview after Session 1 (Thinking Interdependently), a Self Reflection after Session 2 (Striving for Accuracy), and a Peer Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

It was clear from some of Ayesha's comments across the three sessions that she found differences between the assessment rubrics a bit unnerving. In her teacher interview, she disregarded her peer's differing assessment, because she did not have a frame of reference in which to understand her peer's mark.

Ayesha:1 | **Ayesha:** That, that wasn't – I feel that that wasn't so much, like, really close, but, I don't know, that's just her opinion.
(Ayesha, (1), T.I.)

She also described the differences between the rubrics for Session 2 as “strange”:

Ayesha:2 | In all three rubrics not all three of us marked anything the same. It is strange to see how differently all three of us marked.
(Ayesha, (2), S.R.)

In fact, there *was* a criterion which had been marked the same by all three assessors for Session 2, so Ayesha obviously missed this one. Perhaps she was too caught up in the strangeness of the differences to look closely at each criterion.

However, when the rubrics were more similar, she clearly felt more comfortable. She felt more able to discern accuracy in assessment when the assessors agreed.

Ayesha:3 | If three people put down the same answer then it must be correct.
(Ayesha, (3), P.I.N.)

In session 2, Ayesha struggled to justify the degree of difference between the rubrics. She put this idea down to differing perspectives of the assessors. In session 3, she made the same comment about differing perspectives, but this time she was able to communicate with her partner about the differences and found that reassuring.

[Question 3: Look at the criteria which have been assessed differently. What are your reactions to that?]

[Ayesha:4]

I can understand what they were talking about in some cases, but **I feel that some of the differences were vast and we all got different answers. Everyone thinks from a different perspective.**
(Ayesha, (2), S.R.)

[Ayesha:5]

Some questions were different, I didn't understand but **once I communicated with my partner I understood** what she was saying. **We all thought of things from a different point of view.**
(Ayesha, (3), P.I.N.)

It was evident that Ayesha valued the opportunity to hear her partner's perspective. In fact, the two of them discussed their rubrics after Session 1 whilst waiting outside for their teacher interview. It was very interesting to me that they took the initiative and were curious enough to raise the subject

with each other, with no prompting from me. Here is another example from Ayesha's peer interview notes which demonstrates her making good use of the opportunity to discuss the criteria with her partner:

Ayesha:6 | [Question 4: Would you like to ask your partner who peer assessed you anything about the way she assessed? Ask her, and see what she says.]
“She said that I was confused but still did go to the party so I only sometimes accepted confusion. I responded by understanding what she said.”
(Ayesha, (3), P.I.N.)

When reflecting on how she felt she had done in the task, Ayesha seemed to prefer to start off with praise, before moving on to what she felt needed improvement.

Ayesha:7 | **T:** Ok. Uh, how are you thinking now, about how you went about Thinking Interdependently?
Ayesha: Um, I feel like we worked together pretty well, all of us. We did – we did do a pretty good job. And um, ja, I felt like maybe we should have just been more spontaneous – like, look at things differently, and we would have come to a conclusion much more quickly /and easily.
T: Alright...?
Ayesha: Because we – we were so stuck with one idea for like, the second thing, that we didn't really think outside of that. So maybe if we just, ja....(trails off)
(Ayesha, (1), T.I.)

She followed the same pattern again when reflecting on the way she, individually, completed the task.

Ayesha:8 | **T:** Alright, and, and for you yourself? Do you think you did well or, that you need to improve?
Ayesha: I think that I – I did do pretty well; like I did ok. But there's always, like, I could always improve.
(Ayesha, (1), T.I.)

This shows that while Ayesha clearly valued critiquing, or receiving critique on her performance, it was important for her to prepare the ground first with a compliment, perhaps to soften the 'blow' to some degree. Or perhaps she needed to establish a safe context, so that the problems or criticisms would not become overwhelming, as they existed in a safe context.

2. Learning about the Habit (subject-knowledge)

Ayesha mentioned in her follow-up interview that something she had gained from this process was a broader knowledge and understanding of the Habits of Mind.

Ayesha:9 | Well I think we learned how to expand on the Habits of Mind. So, even though we did it in class, we expanded a lot more in these lessons.
(Ayesha, F.U.I.)

In fact, Thinking Interdependently was one of the things which she felt she had really learned about during this process.

Ayesha:10 | We learned new things – a lot of new things, and I think it was challenging, but it was also a lot of fun – group-work, lots of group-work. We don't normally work like that. (Ayesha, F.U.I.)

The teacher interview was an opportunity for Ayesha and I to compare perspectives and, in so doing, refine and align our understanding of Thinking Interdependently. A forum was created in which discrepancies between the rubrics could be recognised and discussed. When I asked Ayesha how she reacted or responded to the criteria which had been assessed differently, she began to acknowledge and discuss these criteria:

Ayesha:11 | **Ayesha:** Ok. ...Here, where it says “set aside your own ego to serve others”, um. I got “often” and so did Genevieve, but the teacher got “sometimes”.
T: Ok
Ayesha: So...
T: So does that leave you with a big question mark?
Ayesha: Ja, sort of.
T: Ok, alright well, we'll talk about that later on. Alright. Let's just keep going down the list. (Ayesha, (1), T.I.)

New to the semi-structured interview process, I missed the opportunity to offer her feedback on this criterion. Unfortunately, we did not return to it during the interview (I anticipated that she would bring it up again when I asked “Would you like to ask me anything about the way I've assessed?”). I feel it was a missed opportunity for important explanation of Thinking Interdependently concepts, and I could sense that Ayesha wanted me to explain my assessment when she said “So...”. However, when she mentioned the next criterion, and asked me if it was alright that she had considered it “non-applicable”, I stepped in to explain why, in my opinion, that criterion was actually highly applicable to her group. She did not require much explanation before, it seems, conceding that she knew exactly what I was referring to: Jordan's struggle to be part of the conversation.

Ayesha:12 | **Ayesha:** And, um, well for the “be aware of those in your group who seem hesitant to contribute” I just said, um, “not applicable” - is that ok? Er, I wasn't sure...
T: I, I got the sense that, that Jordan was hesitant to contribute, quite a lot, or that sometimes when she tried, she was bulldozed by a lot of people, and, I got the feeling that nobody was acknowledging that.
Ayesha: (sighs) Ja, I didn't really acknowledge that. I sort of just, well – she did contribute quite a lot, but I guess we just got so caught up in what she was saying and just started adding our own stuff to it – we didn't realise that she was trying to say something else?
T: Ok. Does that speak to that (indicating rubric)?
Ayesha: Yes it does. It, ja. (Ayesha, (1), T.I.)

The contemplation of this criterion assisted us in understanding how Ayesha's peer has assessed her on another criterion. Again, it appeared as though Ayesha already knew what her peer's marking referred to. She sighed about having “stolen Jordan's moment”, and it was quite evident that she felt guilty about what had happened. The discussion we had about this criterion also helped us to explore yet another, linked, criterion. (PTO):

Ayesha:13 | **Ayesha:** Also when it says “all must take responsibility”, um, Genevieve said “not yet”, but, um, ja we said – I said “sometimes” and so did the teacher said “sometimes”. So.

T: Alright so Genevieve felt you needed to take more responsibility. And maybe that has something to do with what we’ve just spoken about.

Ayesha: Mmm. Because when Jordan suggested the torch, she didn't really s – ja, she just suggested it but didn't really say it. But then I ended up saying it and it was right so I felt really bad because she – it was her idea and I ended up saying it.

T: So you felt a bit uncomfortable about that?

Ayesha: Ja! Because it's like it was her idea but I didn't know if it was right or wrong but I thought we might as well try it because it sounded very close to the description we got to.

T: Mmm. And yet there were others in the group who were quite vociferous about the fact that they didn't think it was right – did you feel a bit side-lined by that? Like you didn't feel like you could step in and question that?

Ayesha: Ja. Mmm. It's – ja, so I thought I might as well just try because it sounded really close. But I didn't know if I would get it right. And then after I did, I was kind of – I felt like, a little bit awkward because she – it was her idea in the beginning.

T: Mmm. And you weren't sure quite how to acknowledge that?

Ayesha: Ja.

T: Mmm. Does that – I mean, there, there was, the last criterion here, “acknowledge and appreciate the successes, achievements and talents of others” Does that kind of come in there?

Ayesha: It kind of comes in there ja. Because I wasn't sure.

(Ayesha, (1), T.I.)

It was apparent the Ayesha was thinking carefully about Thinking Interdependently, and that our conversation had helped her to refine her definition of the Habit and its important aspects. When I asked her if she would like to add to or change the rubric as a result of our conversation, she spoke about the various perspectives which different group members bring to a group-work situation, and how important it is to acknowledge and value that.

Ayesha:14 | **T:** Ok, would you like to suggest any changes to the rubric?

Ayesha: Well maybe, like, think-, like thinking more – flexibly, would come in...like, people sort of looking thi – looking at things from different, like different perspectives

T: Right, because that is what we /bring to the group

Ayesha: Ja, so that's...

(Ayesha, (1), T.I.)

When asked what it was that she had learned from this process, she reiterated her idea about thinking flexibly (through the unique perspectives of others) and also brought in some personal reflection, perhaps what she had learned from the experience with Jordan.

Ayesha:15 | **Ayesha:** Erm, I've learned that like, we should all, um, ja think flexibly is one, and then we should all work, like try and work together on things, like really work together, and when – we shouldn't leave people out, sort of, ja, just barge, ja on their ideas. And we should, ja, include everybody, and we should like help each other because we're all like on the same team

T: Mmm.

Ayesha: So, ja, we should like expand on other people's ideas, and stuff.

(Ayesha, (1), T.I.)

Similar careful reflections on Striving for Accuracy (session 2) were evident in Ayesha's self-reflection:

Ayesha:16 [Question 6: What do you think now about how you personally went about Striving for Accuracy?]
I could improve on some skills and only realised we could use google and the dictionary half way through. Also I could've checked over more times.
(Ayesha, (2), S.R.)

Ayesha:17 [Question 10: What have you learned from this process?]
To keep trying and going over our work. Also using the sources you have to complete your work so it is more accurate.
(Ayesha, (2), S.R.)

And thoughtful insights about Taking Responsible Risks (Session 3) were evident from her peer interview notes:

Ayesha:18 [Question 6: What do you think now about how you personally went about Taking Responsible Risks?]
I was very cautious, even when taking the risk, but at the same time understood the consequences of the risk.
(Ayesha, (3), P.I.N.)

Ayesha:19 [Question 10: What have you learned from this process?]
I learned that it's ok to take risks and you learn from them even (when) they are mistakes.
(Ayesha, (3), P.I.N.)

In her reflections on sessions 2 and 3, she contemplated how and why she had been able to learn about the Habits, and her insight into the learning opportunities created by **assessment** and by **discussion** was perceptive:

Ayesha:20 [Question 8: Has this process of assessment and this conversation, helped you to better understand what it means to Strive for Accuracy?]
Yes, I think it has helped me to understand striving for accuracy because reading over the rubric and actually testing myself has made me understand much better than I did before.
(Ayesha, (2), S.R.)

And,

Ayesha:21 [Question 8: Has this process of assessment and this conversation, helped you to better understand what it means to Strive for Accuracy?]
Yes, because before I was uncertain, but now that we discussed it as a group, I understand better.
(Ayesha, (3), P.I.N.)

Evidently, Ayesha was able to recognise that discussion facilitated learning and understanding about the Habits of Mind. She also mentions above that assessment itself is a useful means of learning as well; thus assessment which incorporates dialogue holds a good deal of potential for learning.

3. Learning about assessment:

During the teacher interview, Ayesha had a few technical questions about assessment, which we discussed. Firstly, she had taken the initiative to cross out one of the criteria from the rubric as “non-applicable”, and checked with me to see if this was alright (she clearly considered me the

authority here). I had felt that the criterion was applicable to her group, and I explained why. Perhaps she wasn't sure what aspects of the group's performance to match up with this criterion, or had forgotten details about the group's performance which I had remembered.

- Ayesha:22**
- Ayesha:** And, um, well for the “be aware of those in your group” I just said, um, “not applicable” is that ok?
- T:** Ok, that would be number 6: “be aware of those in your group who seem hesitant to contribute
- Ayesha:** Ah, yes.
- T:** Ok,
- Ayesha:** So, ja. Er, I wasn't sure...
- T:** I, I got the sense that, that Jordan was hesitant to contribute, quite a lot, or that sometimes when she tried, she was bulldozed by a lot of people, and, I got the feeling that nobody was acknowledging that.
- (Ayesha, (1), T.I.)

She queried what my assessment meant at one point: I had ticked on the line which divided “sometimes” and “never” because I was not completely decided on my assessment. She didn't understand what my marking meant, so we cleared up this very technical detail. The discussion of this technicality also provided an opportunity for me to give her some content-related feedback.

- Ayesha:23**
- T:** Ok. Um, would you to ask me as the teacher to explain anything about what I've assessed?
(pause - 3s)
- Ayesha:** Um, the part where you said “learn from and be inspired by the great ideas of other members in your groups”
- T:** Mmm-hmm?
- Ayesha:** I just wanted to know cos it's like, kind of inbetween, so I / wasn't sure where it was ticked
- T:** Mmm. Mmmm. Ja, ok, uh, uh, that's because I was a bit undecided
- Ayesha:** Ah ok.
- T:** Um. I would, on reflection now I would make that a “sometimes”.
- Ayesha:** Oh, ok.
- T:** Because you were inspired by Jordan's idea of the torch, but I think you needed to, to show your inspiration more
- Ayesha:** (Show it more, yes). Ok, well that's all.
- (Ayesha, (1), T.I.)

It was clear that Ayesha struggled in her role as assessor, and battled to find the balance between being too lenient on herself and others, and on being too hard on herself. Whilst waiting for their teacher interview after session 1, she and her partner had a chance to compare and discuss their assessments of one another. She brought with her into the teacher interview the feedback from her partner that she (Ayesha) had been much too lenient. Her multiple repetitions of the word “lenient” indicated that she was quite bothered by this idea.

- Ayesha:24**
- Ayesha:** Well, I was just like glancing over them, and I sort of felt like I was too lenient, even with Genevieve's, well, ja, when I was doing it, I was too lenient
- T:** Mm-hmm?
- Ayesha:** With like, ja, when I assessed myself
- T:** Why do you think that?
- Ayesha:** I don't know, I just, I just feel really bad to be critical.
- T:** Ok?
- Ayesha:** So. I think I was a little bit too lenient.
- (Ayesha, (1), T.I.)

And later,

- Ayesha:25** | **T:** Ok. Would you like to ask your friend who peer-assessed you anything about how they assessed?
Ayesha: Um, well we did kind of discuss it outside.
T: Ok?
Ayesha: We were talking about it, and, um, the rubric I did for her – she told me I was way too lenient but I know I was, I just, I couldn't...
(Ayesha, (1), T.I.)

However, in aiming to find the balance for herself, she found that in session 2, she was too hard on herself.

- Ayesha:26** | All the markings seemed fair and quite similar to mine, although I was a bit harsh on myself.
(Ayesha, (3), P.I.N.)

Ayesha reflected on this in her follow-up interview, when I asked her if she felt she had become a better assessor over the three sessions.

- Ayesha:27** | I think the first time I did it I was really lenient, and I just didn't want to hurt the person's feelings! And then you also think you're marking too leniently on yourself and then you go harder, so you have to find the balance.
(Ayesha, F.U.I.)

She also commented on some factors which she felt interfered with accurate assessment – both of oneself and of others.

- Ayesha:28** | You have to think about it really carefully, and pay attention to what the person's saying so that you can mark them accurately. Sometimes, if you miss a point, and then you just sort of try to think back, and then maybe you'll sort of miss it. That's not very accurate.
(Ayesha, F.U.I.)

Despite her struggles with assessment, Ayesha noted that self-reflection is a valuable exercise for learning.

- Ayesha:29** | You get to look back on what you said and did and reflect on what you would have done differently, or what you would have kept the same, and what was good and what was bad. It's important because it's good for next time, when you can apply what you've done this time to what you're going to do.
(Ayesha, F.U.I.)

She enjoyed the opportunity to complete her self-reflection as it allowed her time to think deeply about herself and her performance, which the on-the-spot interviews did not easily allow for.

- Ayesha:30** | When you're answering on the sheet, I guess you have more time to think about it – that's good because it makes you think more deeply about it.
(Ayesha, F.U.I.)

She mentioned in her follow-up interview that she thought the process of Peer Assessment was a useful way of understanding how others perceive her, and that perhaps, sometimes, their assessment was more accurate, more perceptive and less biased, than a self-assessment would be. She said that:

Ayesha:31 | Peer assessment is useful in that your peer can sort of see how you're thinking, so they can look at things differently and see how you're thinking of them, because they might not have thought of that – of the things you said. So it becomes less biased.

(Ayesha, F.U.I.)

She also mentioned that there are social and relational concerns which become tied in with peer assessment: negative assessments can be seen as mean and interfere with friendships; assessments can even be used to cause hurt if learners feel the desire to inflict it.

Ayesha:32 | Sometimes peers can use it in a bad way and sort of criticise a person when in fact they just want honest feedback on how they're doing.

(Ayesha, F.U.I.)

However, it is important, as the assessee, to remain level-headed when receiving honest feedback from a peer assessor, and accept it for what it is. She mentioned trust as a very important force in enabling assessment not to be a tool for fighting, but rather a constructive and identity-affirming exercise.

Ayesha:33 | But at the same time, the [assessed] person shouldn't get offended if they [peers] are being honest... You have to trust the person.

(Ayesha, F.U.I.)

In order for assessment to be accurate, according to Ayesha, it is important for the assessor to know the person being assessed quite well.

Ayesha:34 | Because like if you know a person to be a certain way, you sort of automatically know how you're going to mark them. But if you don't know the person so well, then you sort of mark differently.

(Ayesha, F.U.I.)

When I asked her whether she meant that we might misinterpret people's words and actions unless we know them, she agreed. We spoke about how, in the first session, it had struck me that the participants were not “offering feedback with kindness and respect” in their Thinking Interdependently task. However, my idea of kindness and respect and the participants' idea was quite different: while they did not *obviously* engage with overt kindness and respect, none of them interpreted that their peers had been unkind or disrespectful. When I discussed this criterion on the rubric with the girls in Group A, I discovered this difference in perception. Ayesha agreed,

Ayesha:35 | Because now we know each other better from doing these activities together... We know how to understand each other better.

(Ayesha, F.U.I.)

Furthermore, the similarity of the perceptions of various markers –

Ayesha:36 | “We all look at it from the same perspective, and we all found the same thing when looking at it” – (Ayesha, F.U.I.)

– depended on how the assessee explicitly showed their thinking outwardly. This is a significant consideration for the assessment of Habits of Mind – as a very internal phenomenon, clear (perhaps sometimes contrived) levels of expression are required for external assessment of someone's thinking. When I asked her if there were conditions which made it easier for perceptions to be

similar, she answered,

Ayesha:37 | There are conditions – probably like how the person did it, or presented it. So, if they presented it in a certain way then everyone would get drawn to that particular point.
(Ayesha, F.U.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

As mentioned above, Ayesha struggled with the role of assessor, and it took her some time to feel comfortable with her assessment of herself. She expressed much more confidence in my assessments.

Ayesha:38 | I think teachers know how to mark work 'cos they're always marking work, so they kind of, sort of know better than us how to mark it, so it would be more accurate.
(Ayesha, F.U.I.)

This sentiment was suggested in a comment she made after Session 2, when she noted that she thought I had marked her more accurately than she or her peer had.

Ayesha:39 | [Question 5: Would you like to ask your teacher to explain anything on the teacher's assessment rubric? If so, what would it be?]
“I think that the teacher marked the most accurately from all three rubrics”
(Ayesha, (2), S.R.)

I found this comment strange when I read her reflection. On what basis did she think my rubric was the most accurate? Her previous answers in her self-reflection suggest that she is completely confused by the differences between the rubrics:

Ayesha:40 | I feel that some of the differences were vast and we all got different answers. Everyone thinks from a different perspective.
(Ayesha, (2), S.R.)

It is very unclear whether she thinks that my rubric was more accurate because, on reflection, she felt that my ticks were placed more accurately, or whether she thinks my rubric was more accurate simply because I am a teacher! I did feel that she had a clear sense of hierarchy when, in the teacher interview, she referred to me in the third person –

Ayesha:41 | With, like, the teacher's comments, they were kind of like, they were kind of different.
(Ayesha, (1), T.I.)

She evidently did not feel comfortable to speak to me directly about my assessments, and preferred to keep things distanced. This came through towards the end of the interview as well, when she admitted that she was feeling nervous and shy.

Ayesha:42 | **T:** Uh, is there anything that you **disliked** about this process or about this conversation?
Ayesha: Hmmm, no. No I didn't. It – it wasn't really, you know...
T: Was it ok?
Ayesha: Ja it was ok. ...It – it's not intimidating.
T: Ok?

Ayesha:42
ctd

Ayesha: I'm just a little bit nervous, but that's all.
T: Wh – why are you nervous?
Ayesha: (laughs) kk- I don't know! I just – ja, I'm really shy! I get really, like, anxious for everything.
T: Ok. But this hasn't made you feel, *too* intimidated?
Ayesha: No.

(Ayesha, (1), T.I.)

However, in her follow-up interview, she mentioned that her approach to assessment generally has changed as a result of this process. She said that she has learned that she can approach her teachers if she is confused about their assessments of her. I think this is a very positive development, from feeling slightly awkward in our teacher interview, that it ended up being something she felt could be beneficial to her generally.

Ayesha:43

Now, when you look at the way a teacher marks, if you don't quite understand what they're saying, you can look at it and try to understand it better, and you can always talk to that teacher and see how they got that answer and how you got that answer. Now that you sort of know how the teacher marks, you also sort of mark it yourself and then if you don't come to the same conclusion then you sort of challenge it.

(Ayesha, F.U.I.)

This is testimony to the building of trust which occurred across the three sessions, and also the building of a shared understanding of how a task should be marked. As with Alexa, Ayesha prefers to take her cue as to how to assess from me (or any teacher, as she speaks quite generally here), and once she sees this assessment modelled, she gains confidence in her ability to assess herself. Perhaps this also relates to getting to know the teachers' approaches better, and being able to factor in teachers' biases, idiosyncrasies and personal style when completing and self-assessing a task.

Jordan's Journey

Jordan completed a Teacher Interview after Session 1 (Thinking Interdependently), a Self Reflection after Session 2 (Striving for Accuracy), and a Peer Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

Jordan's engagement with the three different assessments was quite a revelatory experience for her over the three sessions, as she learned a profound lesson in self-esteem, which she summed up in her follow-up interview as:

Jordan:1 | There's more good in me than what I see bad. (Jordan, F.U.I.)

She mentioned that her perception of herself changed through the process of reflecting on others' assessments of her.

Jordan:2 | We've done the rubrics quite often, and I've noticed quite a significant change. Cos the first time we ever did the rubric, I was really harsh on myself, 'cos I didn't want to feel like, 'ok, let's just tick everything in 'often'. But I took the time to think about what I do often and what I do sometimes. And then after seeing what my peer says, I still did a 50/50 thing because I took what my peer said but I still did what I felt in myself, but it was quite a big change. (Jordan, F.U.I.)

It was very clear to see this idea developing for her over time. In the teacher interview, she was quite pleased to report that generally, her peer and I had assessed her more positively than she had assessed herself. This idea came up many times in the teacher interview, as I will show, below.

Jordan:3 | **Jordan:** Umm, my first reactions is that I'm hard on myself, because I looked at mine compared to what other people see from me, and I put a lot of ticks in the "sometimes" box, and other people put a lot in the "often" box.
T: That's interesting
Jordan: Ja
T: And what does that make you think or feel?
Jordan: That I need to be easier on myself, and I need to accept myself for who I am. (Jordan, (1), T.I.)

Jordan's growth in self-esteem through the teacher interview was noticeable. After her initial surprise that her perception on herself was possibly harsher than necessary, I made it quite clear to her that I thought there were some aspects of the task in which she had excelled. She accepted my praise modestly.

Jordan:4 | **T:** What really struck me, was, when Ayesha brought up the torch, and it was right, you celebrated - "Yay, I got it right!", but you didn't say "Ah, guys, you didn't even listen to me!"
Jordan: Ja
T: You weren't *critical* of them. So you were very humble in your acceptance of the fact that, that's just the way the group moves.
Jordan: Ja
T: So, I think you did *extremely* well there
Jordan: Thank you (Jordan, (1), T.I.)

However, there *were* some instances of me having assessed her slightly more harshly than she assessed herself, but she chose, for whatever reason, not to bring these up in the teacher interview when I asked. Perhaps she did not notice them, or perhaps she did not want to bring them up in case of the potential negative feedback she might receive, after so much esteem-building positive feedback.

- Jordan:5** | **T:** Alright. And you say that in general, the differences are that you are stricter than the other two assessing you.
- Jordan:** Ja
- T:** Is there anything that doesn't fit that pattern? Where you've maybe been – given yourself, uh, “often”, and someone else hasn't?
- Jordan:** Mm, I don't think so. I can't see, if I look at them, but...
- T:** Mm-hm?
- Jordan:** No, I don't think so.
- (Jordan, (1), T.I.)

In retrospect, I am disappointed that we did not get to discuss these criteria, because I feel there really were aspects of the task which she needed to work on. For the most part, during the task, she was very quiet. She listened exceptionally well to her fellow group members, but she contributed very little. For instance, I felt that, just as much as the others in the group, she needed to “take responsibility for monitoring the equality of all members' participation” and include *herself* more. It left me feeling quite conflicted that the person who participated least in the group's discussion actually ended up getting the highest score on the rubric. Nonetheless, even without us discussing these criteria, Jordan acknowledged for herself that she struggled deeply to engage with interdependent thinking, as she much preferred to work by herself. She reflected deeply on the value of thinking interdependently, and on her strengths and weaknesses within this. I have discussed this under (2.) below.

One more example, to demonstrate how significant it was for Jordan to receive such positive and affirming messages from her three rubrics. She noted in the teacher interview one criterion which all three assessors had assessed the same, and recalled this moment 5 months later in her follow-up interview.

- Jordan:6** | **T:** Alright, so let's have a look at any criteria on the rubrics where we've assessed the same.
- Jordan:** Ummm
- T:** Are there any? And if so, what are your reactions or responses to that?
- Jordan:** From the one where my peer, um, marked me and the teacher marked me, I got – for the first three on the goal or task – I got all three ticks in the often box.
- (Jordan, (1), T.I.)

I was quite surprised that she remembered this exact moment and reflected on it in her follow-up interview almost 5 months later (The Thinking Interdependently task was done in March, and Jordan did her follow-up interview in August).

- Jordan:7** | I remember once I got ticked in the “often” box for all three, so I thought that was really nice for me to feel proud of and stuff.
- (Jordan, F.U.I.)

She returned to this idea again at the end of the follow-up interview, when I asked her if the feedback she had received throughout this process had been valuable to her.

Jordan:8 | The best is when you get a tick in the 'often' box in all three of them. I think I've had that about twice, and it makes you feel really proud, because it makes you feel like, I've achieved that, and that's good.

(Jordan, F.U.I.)

It was clear to me that for Jordan, these confrontations with a more positive self-perception were highly significant for her.

Despite a very affirming teacher interview, Jordan's perception of herself shifted only slightly by the second session, and she still found that she had assessed herself much more harshly than her peer or me:

Jordan:9 | My first reactions are that I'm so much harder on myself than what other people see in me. Drishya put 6 ticks in the often boxes and my teacher put 3 and I put 2

(Jordan, (2), S.R.)

However, by the third session, she seemed quite excited and surprised to report that she felt she was less harsh on herself, and that as a result the rubrics were more similar:

Jordan:10 | I think that they are all very similar to each other. I used to mark myself very harshly now it is the same as my peer marks me. ...I am not as harsh on myself as I used to be.

(Jordan, (3), P.I.N.)

Thus, for Jordan, the assessment of her performance in the Habits of Mind and reflection of these assessments provided her with an opportunity to learn a more positive way of understanding herself, which she may not have been able to do if she was not forced to contemplate others' more positive perceptions of her. This speaks to the role of assessment in identity-formation, especially for a young teenager.

2. Learning about the Habit (subject-knowledge)

Jordan was aware that she was to some extent very successful in this task, particularly as it was she who ultimately came up with the correct answer for the 20 Questions exercise: a torch. She reflected on how she had been able to do this, by staying absolutely focused on the clues that had been given and holding them all in her head.

Jordan:11 | **Jordan:** I was trying to like, keep all the things in mind, and just try and build into a big conclusion of what the object could be
T: Mmm
Jordan: And then I kind of guessed the torch and then I kind of got it, so...

(Jordan, (1), T.I.)

However, this success of hers had more to do with her own *independent* thinking than her ability to think *interdependently*. As we started to go through the rubric for Thinking Interdependently during the teacher interview, her sincere doubts about the value of Thinking Interdependently came out. She was unsure how to balance interdependent thinking with independent thinking, although she was sure that both were necessary. She felt her strengths and her comfort-zone lay with working alone.

Criteria assessed the same on the rubric offered her affirmation that there were aspects of Thinking Interdependently at which she did well. She found the sameness of assessment offered her a degree of certainty and permitted her to make positive claims about herself.

Jordan:12 | **T:** And “Offering your unique interpretations”
Jordan: Oh ja. That's the same in all three of them, [“often”]. So, I **really did** try to build on other people's ideas, like I said like, when people mentioned stuff, I remembered it, so that I could actually get a proper conclusion of what it is, and that I stored it so that I could remember what it was and get the real details of what this object could be.
(Jordan, (1), T.I. Emphasis added)

However, criteria assessed differently were indicators of areas in which she struggled to get her head around group work. For instance, she battled to know when to voice her own ideas (it was difficult for her to get a word in edgeways in her group, so she would have needed to be quite assertive with her own ideas) and when to “set aside her ego to serve others” as the rubric suggested. She struggled to find this crucial balance for herself.

Jordan:13 | **Jordan:** This one “set aside your own ego to serve others, put others before yourself”. Umm, Drishya, um, said that I often do that and the teacher also said that I often do that, and then I said I sometimes do that.
T: Mm-hmm?
Jordan: And, I did put others before myself, but I still remembered what I said because sometimes you think what you say is more important than others, but sometimes it isn't. But sometimes it is – so it's really hard, but if you use other people's – what they say – then you can build onto what you said and then you can get to a greater conclusion.
(Jordan, (1), T.I.)

She found that others' ideas had been key for her in coming to her own conclusion, of the torch.

Jordan:14 | **Jordan:** And also “learn from and be inspired by the great ideas of other members of your group”
T: Mm-hmm?
Jordan: Um, I, sort of, like I said, like, I took in, from other people. And then I sort of built onto that. And then I kind of got inspired by what other people were saying, and I thought that, um, one of the people in our group just kept making these really good, um, ideas of what the object was and I really thought that they were clever, and then um... I found that really interesting and I kept those in mind and then – ja.
(Jordan, (1), T.I.)

However, when asked to offer her thoughts on how she felt she had gone about thinking interdependently, she voiced genuine wariness about group-work, favouring individual work.

Jordan:15 | **T:** Ok. What are thinking now, about the way that you went about Thinking Interdependently?
Jordan: Sometimes it doesn't help if you work in groups and stuff; sometimes it helps if you think by yourself, because you know how you work better, and the way you work and stuff and if you're in groups sometimes it's just too hard and there's just too many things going around and stuff. And if you think independently you can get something done. I find it easier by myself.
(Jordan, (1), T.I.)

However, when I questioned her about what the possible benefits of Thinking Interdependently could be, she noted that one can think faster when working individually because in a group situation there are always many people's ideas to consider. However, she then pointed out that

because of this, the quality and quantity of ideas could well be higher in a group situation. She ended off with a rather ambivalent statement which indicates that she is open to interdependent thinking, but still not wholly comfortable with the idea.

- Jordan:16**
- T:** What are the benefits, then, of thinking interdependently?
- Jordan:** Well... Um, you, can – I think you can get things done quicker [by yourself]. Because, if you're in a group, you – there's a lot of fuss and stuff about if you're getting the right answer. Because lots of people have different ideas, and you have to accept the ideas which people say...If you're [working] independently you can accept your own ideas.
- T:** Mm-hmm?
- Jordan:** But also sometimes if you have lots of people, you get a stronger amount of, like, knowledge... It's – it can go both ways, sort of.
- (Jordan, (1), T.I.)

Towards the end of the interview, Jordan had convinced herself that she was significantly more suited to working alone, and would far rather do so. However, when I pointed out that she had said earlier in the interview that she had been inspired by others' ideas, she started to understand that group and individual work need to be balanced carefully for efficiency.

- Jordan:17**
- T:** Ok. Has this process of assessment, and this conversation, helped you to better understand, what it means to think interdependently?
- Jordan:** Ja, it has, because now I can actually really see that for me, it helps me to think independently, because I just think somehow better on my own than with others, and stuff, so ja.
- T:** Having said that, though, you said that you were inspired by other people's ideas, and that that's what helped you to come to some of your conclusions
- Jordan:** You see, on your way you do need some help and stuff. But, I guess I can work, as well – I can work both ways, I can work independently or I can work in a group. But – I like both, but I sort of like independently more, because, it's just easier for me. I don't know why, but it is.
- T:** But you say it might be worthwhile to work and then get some feedback on your ideas
- Jordan:** Ja – and I like working like that
- T:** So it's not all done as a group, but you can take advantage of other people's strengths
- Jordan:** Ja.
- (Jordan, (1), T.I.)

Finally, at the end of the interview, she seemed to have absorbed the idea that thinking interdependently could be useful to her without interfering with her preferred style of working.

- Jordan:18**
- T:** What have you learned from this process?
- Jordan:** Well... that I really like building on other people's ideas.
- (Jordan, (1), T.I.)

Jordan was able to apply her skills of interdependent thinking to the Striving for Accuracy task as well, and she reflected on this with positive statements about her capacity. I am sure that this certainty in her ability came in no small part from our discussion of the Habit in session 1.

- Jordan:19**
- The criteria which is assessed the same is “when working as a group, listen to others' ideas” All of the three assessors marked it in 'often'. My response to this criteria is that I'm very easy to work with in a group. You need this criteria when you work in a group, and I clearly have it.
- (Jordan, (2), S.R.)

Jordan also took the idea of Thinking Interdependently into her understanding of assessment as it happened in this study. Assessment became a collaborative effort in which everyone's ideas were different and valued. I believe, again, that our discussion on the merits of Thinking Interdependently helped her to form this incredible insight:

Jordan:20 | Maybe I tick it in the “sometimes” and they tick in “often”, then you're like “oh, I remember...” and then it's interesting to also ask them why they ticked the “often” box, and then they give you an answer and then it's quite interesting. You can't just be like, 'My idea is completely right' and everything, you need everyone's idea. And it's thinking in a group and understanding together and if you don't like other people's ideas you've got to try at least listen.
(Jordan, F.U.I.)

This turnaround in Jordan's attitude towards Thinking Interdependently is significant. Clearly she learned a great deal through the Thinking Interdependently assessment task and her reflection on it, and her understanding of Thinking Interdependently has permeated her understanding of other Habits as well as the whole process of this research. Her ability to see value in the Habit also evidently increased over the sessions.

3. Learning about assessment:

Jordan struggled with her role as assessor, mostly because she was extremely unsure of how to measure her own performance relative to the rubric, without appearing unjustifiably boastful or derogatory about herself.

Jordan:21 | **Jordan:** Um, (long pause – 4s) I thought, well, I don't know, cos I thought if I ticked it in “often” I would be thinking that I'm an amazing person, so, but I just thought, I can't put everything in the “often” box and I didn't want to, but then I also read the questions and said, there have to be some ticks in the “sometimes” box.
(Jordan, (1), T.I.)

She reflected on this struggle in her follow up interview as well:

Jordan:22 | It's hard. It's hard to assess yourself, cos you don't wanna be like, no I'm completely bad at that, and you don't wanna be like ja, I'm completely fantastic at that, so it's, it's, it's tough!
(Jordan, F.U.I.)

However, she was also uncertain about how to interpret others' assessments of her when she perceived others' assessments of her to be inaccurate, given background knowledge about herself and also because she alone knew what was going on in her head at the time of the assessment task.

Jordan:23 | The criteria where they have all been assessed differently is the first criteria. Drishya said “often” while I said “sometimes” and the teacher said “not yet”. I think that I sometimes do know the instructions/directions before I begin, but Drishya and the teacher can't really tell because I planned in my head.
(Jordan, (2), S.R.)

And,

Jordan:24 | [Question 4: Would you like to ask your partner who peer assessed you anything about how she assessed you?]
I would like to ask why she said I often check my work agin and again. I don't ever check my work. I've never been able to do it so it is quite a surprise to see a tick in the often box.
(Jordan, (2), P.I.N.)

She expressed, in her follow-up interview, that she thought her and her partner's regular practice with assessment by the end had made her, at least, a better assessor.

Jordan:25 | Ja I think the rubrics would be more similar now, because we've done lots of rubrics and we've seen them. ...Seen what you can work on and everything, so then they're gonna be round about the same towards the end rubric.

(Jordan, F.U.I.)

However, she mentioned that she felt that self-assessment (especially with Habits of Mind) is likely to be the most accurate:

Jordan:26 | Sometimes I think that your self assessment is more accurate, because it's your own body and your own mind and you can think about yourself more accurately. You are yourself everyday, and you can be yourself every day, so you can tick the right boxes.

(Jordan, F.U.I.)

When I asked her if she felt that knowing herself so well helped her to achieve a more accurate assessment, she answered,

Jordan:27 | Yes – you can look at stuff that you did today, and look at stuff that you did in the past. And maybe some of the people who marked you wouldn't know you as you did long ago, and they wouldn't know certain things you did.

(Jordan, F.U.I.)

Clearly, for Jordan, the assessment of Habits of Mind is closely linked to an assessment of herself. This explains why she feels that more thorough knowledge of herself enables her to be a better assessor. It also explains why her shift towards a more positive perception of herself was so significant for her: the positive assessments she encountered were about her, not only about her ability to 'do' the Habits of Mind, and this was, therefore, pivotal in allowing her to develop a less critical evaluation *of herself*.

A final point about Jordan's learning about assessment is a technical one. She wondered in her self-reflection about a technicality in the way I had used the rubric. I had placed a tick on the line which divided the “often” and the “sometimes” boxes, and she was evidently unsure of what this meant.

Jordan:28 | I would like my teacher to please explain on the rubric number 6.

(Jordan, (2), S.R.)

Interestingly enough, her peer had done exactly the same, which indicates that both of us, independently, thought she had achieved this criteria “more often than 'sometimes', but less often than 'often'” - quite a nuanced assessment!

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Jordan raised a concern in her follow-up interview that her peer, being her friend, would avoid giving Jordan criticism, and would rather only give her praise. She felt that for this reason, the teacher interview was the most helpful way of reflecting on her rubrics.

Jordan:29 | My peer is my good friend, and I know she didn't want to be harsh on me or anything, so she mainly wanted to say good things about me, and a teacher would give you honest things, yet they will still be respectful of you, but they would give an honest opinion. They wanna help you. They wanna be honest and let you grow.

(Jordan, F.U.I.)

She felt that teacher assessment and peer assessment worked together to help one construct an idea of how other people see you. Peers and teachers would have very different perspectives, and different frames of reference for understanding the world. She did place slightly more significance on teacher-assessment, however.

Jordan:30 | Your peer is sort of closer to you; they're sort of at the same age group as you and they can relate to you, whereas an adult has experienced it but is more wise and knows what's right and everything, so they can give you their honest opinion.

(Jordan, F.U.I.)

Other extracts used in the Data Presentation:

Jordan:31 | "Talking with the teacher helps me more because I struggle with putting words and what I think in my mind on a piece of paper, and I find it much more helpful when I talk than when I have to write. Because it just doesn't work for me on a piece of paper".

(Jordan, F.U.I.)

Nadia's Journey

Nadia completed a Peer-Interview after Session 1 (Thinking Interdependently), a Teacher Interview after Session 2 (Striving for Accuracy), and a Self Reflection after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

Nadia found that she struggled to understand her partner's assessments of her. She rejected her peer's assessments and felt she had nothing to learn from them. It should be noted that Nadia's partner was Alexa, who, as mentioned above, became progressively more and more disinterested in and disillusioned by the assessment process. Her strategy for "assessing" Nadia seemed to be to place all of her ticks in the "often" column, unless there was a criterion about which she felt sure should not be marked "often". For Thinking Interdependently, Alexa had ticked 10/13 criteria in the "often" column (compared to my 3 ticks and Nadia's 6 ticks in the "often" column). For Striving for Accuracy, she ticked all 10 criteria in the "often" column (compared to my and Nadia's 2 ticks in the "often" column), and for Taking Responsible Risks, she placed ticks for 9/10 criteria in the "often" column (compared to my 5 ticks and Nadia's 4 ticks for "often").

Nadia was confused as to why her partner should assess her with so many "oftens", claiming:

Nadia:1 | **Nadia:** I think sh – um, my partner was a bit too lenient on me, because like she did [ticked] everything "often" "often" "often", but I personally don't think I did everything often, so...!

(Nadia, (2), T.I.)

When we tried to explore why Alexa might have marked this way, Nadia came up with a few suggestions: perhaps she felt uncomfortable in her role as assessor and did not know what to say, so just ticked "often"? Alternatively, perhaps she was too focused on her own task and was not paying attention to how Nadia completed the task? With each of these suggestions, Nadia reflected on whether she was also guilty of these things, and seemed to conclude that she had tried harder to be a good peer-assessor than Alexa. Perhaps she felt slightly resentful not to have her own efforts reciprocated?

Nadia:2 | **T:** Why, why do you think she – er – she might have done that?
Nadia: I don't know, I think maybe because, she didn't know what to say, so when you don't know what to say, you just say "often" "often" but like, with her I tried, I tried to look at her like when she was working and I was over there, and then I, I saw what she was doing and then I, knew what to write. But maybe she wasn't like paying attention to what I was doing – working more hard on what she was doing.
T: So you approached the peer-assessment differently to how you feel she did?
Nadia: I think so.

(Nadia, (2), T.I.)

Nadia mentioned that they hadn't quite been able to understand each others' perceptions during their peer interview in session 1 either:

Nadia:3 | **Nadia:** Ja, but, even last time when we did the 20 questions, I even uh, um, assessed her differently than she did to me
T: Mmm.
Nadia: But, I, she said that I marked her too leniently, but so ja.

(Nadia, (2), T.I.)

Nevertheless, she seemed a little frustrated that they were no closer to understanding each other by session 2:

Nadia:4 | **T:** Ok. Would you like to ask your partner who peer-assessed you anything about the way she assessed, and if you would what would you ask her?
Nadia: Ja (laughing). Why she marked it all “often”!
(Nadia, (2), T.I.)

We went on to discuss the importance of honesty in assessment and feedback, something which Nadia felt quite passionate about. She clearly felt frustrated that she could not use Alexa's assessment of her in order to learn or improve on herself. I have discussed this section of Nadia's teacher interview under (3. Learning about Assessment), below.

By the third session, they clearly still did not see things in a similar way:

Nadia:5 | [Question 4: Would you like to ask your friend who peer-assessed you anything about the way they assessed?]
Yes, why she gave me so many “often” thoughts and not so many other thoughts because I personally thought I don't fit the “often” criteria.
(Nadia, (3), S.R.)

By the time she came for her follow-up interview, Nadia had lost faith in the value of peer-assessment:

Nadia:6 | I don't really know how peer assessment would be useful... I don't think the peer assessment was that useful, because, from my experience, Alexa would just tick “often” for everything. I think people who just like, really want to get over with the assessment, they're just gonna go 'ok, often, sometimes, often...' – not read the thing and just tick everything 'often'. I think especially on the day we were going on half term, I think then she just was coming towards the end so she just went 'often, often often!' for everything!
(Nadia, F.U.I.)

While it was evident that Nadia greatly valued hearing contrasting perspectives on herself (as will be explored in depth below), she found a degree of reassurance and security when criteria were assessed the same. The sameness of the assessment made her able to identify, easily, the truth of the criterion in the reality of the assessment task.

Nadia:7 | **Nadia:** This one: “experience/express dissatisfaction with incomplete or sloppy work” – we all marked the same for that one.
T: And do you think that's, that's, that's correct? Did you experience dissatisfaction?
Nadia: Ja I think so, I think so. But, um, ja, (laughs), like, when I didn't complete it it was like, cos I needed, I knew what I was going to write down and then I didn't [couldn't] – I was like “aahh!”
T: Ja, it's frustrating –
Nadia: Ja!
T: Ok, so you felt that for yourself?
Nadia: Ja.
T: And that was obviously evident to both of us
Nadia: Yes.
(Nadia, (2), T.I.)

And,

Nadia:8 | All of us thought the same, so this makes it definite that this is how everyone feels, and this is the right one.
(Nadia, (3), S.R.)

Feedback on her performance, both negative and positive, was very important for Nadia. She was determined to learn from her experiences, and from what others said to and about her. When I asked her whether she felt she understood Striving for Accuracy better after the assessment and our conversation, she emphasised the importance of the rubrics in helping her know how to improve.

Nadia:9 | **T:** Ok. Has this process of assessment, and this conversation, helped you to better understand what it means to Strive for Accuracy?
Nadia: Yes. As I said I would use these [her marked rubrics] in further, like, next year, the year after, the year after, I will use these to, know what to do, and, I'll remember this, because now I know like, when you said "sometimes" and I said "often" here, then I would know, ok, now I need to work on getting both "often" so then...
(Nadia, (2), T.I.)

Even in the very first session, Nadia clearly found the opportunity to reflect on the three rubrics to be quite revealing and a good learning opportunity. Notice the certainty in Nadia's tone when reflecting, in her peer interview notes, on how she felt she had gone about Thinking Interdependently below. The process of assessment, and the opportunity to reflect on the three rubrics, had allowed her to make sense of her assessments and turn them into learning opportunities.

Nadia:10 | Now I think and I know now that I honestly know where I am not accomplishing in areas and this was a really good task because now I can see what to give myself.
(Nadia, (1), P.I.N.)

However, it was quite important for Nadia that she have the opportunity to query others' assessments if she did not understand them, because she had a strong desire to learn from others' feedback, and could only do this if she understood it. For the criteria "Stay focused on the goal or task", I had assessed her "sometimes", and she had assessed herself "often", and this discrepancy confused her.

Nadia:11 | [Question 5: Would you like to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?]
Yes, I would the one were she marked me on that I was sometimes staying focused. But maybe I wasn't, but I thought I was. So I would like to just ask why for that one.
(Nadia, (1), P.I.N.)

She mentioned in her follow-up interview that she was often quite confused if she received very different rubrics from the three assessors:

Nadia:12 | You would do your self assessments, and then you would get the other assessments back and you'd be like "oh, ok?" ...I didn't really know which one was right, which one I should follow.
(Nadia, F.U.I.)

In her follow-up interview, Nadia commented that she thought her own assessments of herself and her peer's and my assessments of her would most likely be more similar now, because she has had the opportunity to receive feedback from both her peer and me, and has implemented that feedback in a way that would be obvious to her peer.

Nadia:13 | I would look at the rubric, and I would see, 'Ok, I need to work on that', and in the next task I would, and then my peer could say "Ok, I marked her 'not yet' for this last time, but now she's done it, so I'll mark her 'often'" and then I would also mark it 'often', cos I also thought that I did it."

(Nadia, F.U.I.)

Nadia is saying above that when the same content is assessed repeatedly, a growing awareness of what the criteria for assessment mean, as well as feedback given on how to improve, will lead to more similar assessments over time. So, if she and her partner were to repeat one of the assessment tasks, they would remember what constituted a "not yet" last time, and would recognise that (as a result of feedback) the assessee had worked on that particular criterion, so the assessment would move to a "sometimes" or an "often".

This has a lot to do with the exercise of the interviews, in which shared **standards** of assessment were established, and in which feedback was given. The opportunity to learn about oneself (through feedback) becomes an opportunity to arrive, over time, at more similar assessments.

2. Learning about the Habit (subject-knowledge)

Nadia's drivenness to learn from constructive criticism was surely one of the key factors which enabled her to gain so much from this process. She spoke in her follow-up interview about what she had learned from the process, and how she had begun to apply the Habits of Mind to her other subjects in school as a result of her broadened understanding and awareness, and her opportunity to practice the behaviours of the Habits.

Nadia:14 | I've learned to pay more attention to my surroundings using the HOMs, Striving for Accuracy helped with that. I've also learned to think more out of the box, more flexibly. If I have a task – not in our tasks that we've done but in other classes, I would use what I've learned from you to apply it.

(Nadia, F.U.I.)

And,

Nadia:15 | With Striving for Accuracy – when I said something in my paper [exam paper] I would go back and read it, and see where I got that answer from. Now I check my work properly. And in maths for example, the teacher lets us use the calculator to check, but we have to show our working out. So I'd use the calculator to check, and work it out again. I think HOM helps you a lot with normal daily life.

(Nadia, F.U.I.)

Looking at the peer assessment Nadia had received, I shared her sense that it was not a useful assessment. Knowing that we might largely discount this assessment on the basis that it seemed to have little to do with reality, we focused mainly on discussing similarities or discrepancies between Nadia's self-assessment and my assessment of her, in our detailed discussions of the rubric criteria.

Nadia reflected on having good intentions to meet the criteria on the rubric, but running out of time. This was something which caused her some anxiety and frustration:

Nadia:16 | **Nadia:** And *then* I was gonna check again and again, but then, when you said two minutes left then I said "Okay let me just come and check and write down again", but um, ja. ...And then it was time up, so... I didn't know then, after that.

(Nadia, (2), T.I.)

And,

Nadia:17 | **T:** And we both marked [“Ask others for feedback and correction”] “not yet”.
Nadia: Yes, I think because I didn't ask people before I submitted it and knew I was sure, because I wanted to do it by myself quickly and *then* ask, but then I didn't ask, so...
 (Nadia, (2), T.I.)

This speaks to something which I have learned repeatedly throughout the process of teaching Habits of Mind: my expectations of what the learners will be able to complete in 15 minutes is usually very unrealistic. I knew that many of the participants found the Striving for Accuracy task extremely frustrating because of how much I expected them to complete in a very limited space of time. Nadia's intention to meet the criteria was prevented from becoming reality by time constraints, and she felt quite conflicted about that.

Nadia queried why I had left a particular criterion out. I explained that I hadn't been sure it was applicable, and we discussed this: a useful opportunity to tease out some of the finer details of what it means to Strive for Accuracy.

Nadia:18 | **Nadia:** And then, you left that one out...
T: Uh, “request opportunities to improve upon your work”. Yes, I did leave it out. Did you think there was an opportunity to request to improve on your work?
Nadia: No. Because I was busy there and then she was busy here so we couldn't really, ask a lot of questions cos we needed to finish it and then we should have asked, but then we didn't get – I didn't get to finish it, so, ja.
T: Ok, so maybe that's not applicable?
Nadia: Yes.
T: Alright.
 (Nadia, (2), T.I.)

When we spoke about criteria which had been assessed differently, I was able to offer a different understanding of one of the criteria, to help Nadia understand why I thought she had “sometimes” met the criterion. Nadia seemed able and willing to offer justifications about her assessments, and this showed that she had been thinking carefully when she assessed, as she claimed earlier:

Nadia:19 | **Nadia:** Ok, ummmm...(pause – 3s) With the, (pause – 4s) this one, the “check your work again and again”. You said “sometimes” I said “not yet”, cos I think, personally I didn't check my work again cos I was in a rush and I was – I wanted to get all the questions done, and *then* I was gonna check again and again, but then, when you said two minutes left then I said “Okay let me just come and check and write down again”, but um, ja.
T: But what was interesting, was that you, when you went to check, by going to the cross-word, you realised you were wrong – the first word was wrong, so that forced you to go back and think, what have I missed?
Nadia: Ja, mm, ja. And then it was time up, so... I didn't know then, after that.
T: Ok. So I felt that you did check it again, because of that.
Nadia: Oh, ok.
 (Nadia, (2), T.I.)

There was a second criterion which I had left out in my marking, mostly because it related to something so internal that I did not think I could even take a guess at an assessment without asking Nadia to elaborate on what was going on in her head.

Nadia:20

T: I did want to ask you – I didn't assess the criteria “Always approach a task with a clear head” - I wanted to know if you did have a clear head when you started?

Nadia: Well, I don't know, cos it's like, I said “sometimes” because, like, I was also thinking of the time and then I was thinking of what I'm going to, do and then I looked at it and then I thought “Ok I'm not quite sure” and then I read the instructions again and then I was like “oh now I know what to do”, and then I, I did it again, then, then I was like, “should I go there or should I just ask, for – like, you, or Alexa?” and then I said “ok let me just go there first” and then I went there, so it was like, thinking of different things at the same time.

T: Right, so, your mind was a bit chaotic?

Nadia: Ja!

T: Ok. I think, though, your, your decision to read – re-read the instructions before you began, helped you to have a bit more of a clear head.

Nadia: Yes, yes.

(Nadia, (2), T.I.)

This lead on to a very important discussion about the very essence of Striving for Accuracy. Throughout the interview, Nadia emphasised that time had been her biggest stumbling block in terms of Striving for Accuracy. She felt that she had done far more accurate work in the past, but that in this particular task, time was too limited. Of course, the trade-off is, either take your time and ensure that part of the work is accurate, or rush and suffer inaccuracies as a result of that!

Nadia:21

Nadia: Ummm, I think I, I have strived for accuracy m – honestly *more* than I did now, which, like, I don't know why but, like, for like a task like back in Junior School we used to focus on a lot of Striving for Accuracy in all the subjects, like, Maths, English and Afrikaans and all the subjects, and for the tasks I would strive for accuracy because I had longer period of time to do it over, so I would strive for accuracy more, but if you have to rush, then I wouldn't really strive for accuracy – that wouldn't be what I would think of.

T: Right

Nadia: I would think of just finishing it.

T: I mean in life we've always got deadlines of some sort, but there are times when the deadline is more pressurised than other times

Nadia: Yes

T: So, in an exam for instance, you know you need to get the work out of your head and onto the page / as quickly as possible. And it's maybe not easy in that situation to take the time to step back, and make sure that you're striving for accuracy

Nadia: Yes

(Nadia, (2), T.I.)

We turned to the rubric to see if there was something which needed to change in order to include strategies for dealing with striving for accuracy under pressure. Nadia suggested that it was better not to finish a task but to work thoroughly and accurately, than to rush through a task in order to finish it and make/leave errors.

Nadia:22

T: So maybe, what our rubric is missing, is some ideas as to how you can strive for accuracy during a task. Because this all seems quite retrospective.

Nadia: Yes. Like, maybe, um, don't worry about the time, and, just, read it over and over, and then even if you don't finish it it's fine at least you knew that you strived for accuracy, in that sense, making it, um, more accurate... Even if you didn't finish it and, then the teacher could see that you were thinking about it -

T: Mmm.

Nadia: Rather (*than*) just rushing it and getting them wrong.

(Nadia, (2), T.I.)

But I wasn't convinced that the answer to this paradox lay in *either* being thorough *or* in getting tasks finished. I focused on the criterion “Always approach a task with a clear head” - which had been Nadia's suggested addition in the beginning of the task when we went through the rubric. I wondered if we could reconceptualise the problem we were contemplating: perhaps it was more about alleviating panic than about having more time? Clarifying exactly what this criterion meant would help us to understand how to deal with panic in a situation like this. Each of us had a suggestion (Nadia drew from what had worked for her during the task), which Nadia then combined into a strategy for clearing one's head in order to Strive for Accuracy.

Nadia:23	T: Maybe there's some strategies for – because if you've got a chaotic head, it's not always easy to – to strive for accuracy. When you need a clear head to do that. Nadia: Yes. T: So maybe there's strategies for clearing your head, like just 'keep breathing' or 'breathe deeply' Nadia: Ja. Maybe, um, just 'read the instructions' – 'cos that's what helped me: I read the instructions again then I said “ok, now I know what to do, now I can get straight to the task and do everything that I'm, required of doing and then I did everything, and, um, that's what gave me focus, and, not like looking in different directions like, daydreaming sort of like, (laughs) ja. T: Mmmm. Nadia: So, you just need to read the task over and then, take a deep breath and then start.
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(Nadia, (2), T.I.)

I found the above to be an exciting demonstration of collaborative learning; learning about the Habits of Mind through discussion of the nuances of the criteria.

Overall, it was clear that Nadia used the three sessions as an opportunity to broaden and refine her understanding of the Habits of Mind. Here is what she claimed to have learned from Session 1:

Nadia:24	To think interdependently, to involve others in your conversation and to think with each other not leaving anyone out. To work with others, and to think and listen with understanding and empathy. Think in a group.
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(Nadia, (1), P.I.N.)

She felt that the discussion-based assessment task of Taking Responsible Risks had helped her to affirm the definition she understood of what makes a risk responsible. She was pleased to note that others agreed with her definition. In response to the question which asked what she was thinking now about how she had gone about Taking Responsible Risks, she wrote,

Nadia:25	That I wasn't the only person who thought that at the end it was a responsible thought and I enjoyed every minute that everyone also thought that it was a responsible risk to take. It is good to see other people's response.
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(Nadia, (3), S.R.)

Finally, in response to the question about what she had learned from the process, she wrote, after Session 3,

Nadia:26	To be open about my opinion and not be so shy. I think these “HOM” are good because it helps me to answer questions and I have grown a wider knowledge about these skills and I think this is an opportunity for me to gain self-confidence.
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(Nadia, (3), S.R.)

Evidently, Nadia is enthusiastic about the Habits of Mind, and how she can use them in her life, and

she valued this opportunity to unpack three of these Habits in detail. She identifies her learning with pride and understands that what she has learned can be related to her life more broadly as well.

3. Learning about assessment

Nadia was quite concerned about the fact that she had not been able to receive valuable feedback from her peer assessment. It was really important to her to be able to learn from her assessments in order to improve on her performance for next time. A peer-assessment such as the one she had received was deceptive, as it suggested she had nothing to improve on. She knew this not to be true. She reflected again on why her peer had assessed her with only “oftens”, wondering if it had to do with interpersonal consideration (her peer didn't want to be 'nasty').

Nadia:27	T: Ok. Would you like to ask your partner who peer-assessed you anything about the way she assessed, and if you would what would you ask her? Nadia: Ja (laughing). Why she marked it all “often”! T: Ok, does that, does that frustrate you? Or, I mean – Nadia: Because it it's confusing cos I don't know why it was all “often”. Maybe she just doesn't want to be – she doesn't want to be honest, to not be mean, like you know, nasty, but I don't think she would be nasty. Honesty would be better. T: Mmmm. It's maybe not very helpful, to have that assessment that's not true. Nadia: Ja, for further reference, like, for like these tasks, I will keep for like further reference so it's like if we're doing a task I will remember what – what to do, more, but then this one, I don't know now, cos if I only had this one I wouldn't know what to do then. I would think “Oh I have all of them right!” And then, in future, then I would do the task, but then I wouldn't do it properly and then I would say “but I got all of this right <i>there</i>” T: So it doesn't, give you a sense of how you can improve? Nadia: Yes.
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(Nadia, (2), T.I.)

As mentioned above, there was one criterion which I had felt quite insecure to mark because it related to a mental state (“a clear head”) which I could not see. All I could do would be to guess Nadia's clarity of mind from her behaviours, which would be quite an assumption. It was good that, in the teacher interview, we assessed this one together, through discussion. This is significant with regard to the way Habits of Mind need to be assessed. However, Nadia pointed out the value of having three different assessments. She felt each corrected for potential inaccuracies in the others. She felt that having three such assessments made it easier to establish what a true assessment might be – of course, this does require that all three assessors take their role as assessor seriously and offer their most honest assessments!

Nadia:28	Nadia: Yes, in Striving for Accuracy. Um, I've learned that people have their different opinions and the way the assess that you have – you might be, like, some people might be like, biased to themselves and like, but not honest to themselves T: Mmm. Nadia: But, they don't want to know the truth, like you know, and now if you have three, then you know, “ok, this is the truth” and you just have to accept it and you just have to write it what you – and do better in what you have been marked. T: So, you're saying if there's three different types of assessment, the chances of finding the truth is – Nadia: Better T: They're a bit stronger? Nadia: Yes.
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(Nadia, (2), T.I.)

She also mentioned that receiving critique from others is only helpful if you (the assessee) take the criticism in the spirit in which it is intended, and learn from it. She suggested that two unhelpful responses to criticism are to be unnecessarily discouraged by it, and to reject it out of defensiveness.

Nadia:29 | **Nadia:** Then you know the different opinions of what people think of you, and then you know “ok, now people think this is what of me and I think this is fine, now I need to work on *this*” and then you just have to, like, not take it as in, to heart, but take it like you know, to, like, a learning experience, not to like – you know: “Oh no, why did she mark me like this, and not like this?” and “That’s not right, I did this right”, you know? Ja.

(Nadia, F.U.I.)

Nadia makes a perceptive point here, recognising that feedback is only as useful as the person being assessed allows it to be. The key to the learning opportunity lies in the willingness of the learner to *take* the opportunity to learn.

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

When I asked Nadia if she would like to ask me anything about the way I had assessed, she said no, suggesting that my assessment had in fact been more thoughtful and more closely linked to reality than hers.

Nadia:30 | **T:** Would you to ask me to explain anything about the way I assessed?
Nadia: No, I don't think you, uh, assessed something I'm not sure of, because, on this one I think, one of them that I marked “often” I was just like, I wasn't really thinking properly, like I was in a rush so I just said “Ok, often”, but then, on the – on your one, I think you took your time to, and you were watching all of us, so, ja.

(Nadia, (2), T.I.)

It interested me that Nadia recognised the importance of taking one's time and observing carefully in order to arrive at an accurate assessment.

Nadia reiterated her sentiments about teacher assessment being more accurate in her self reflection after session 3. Here is her response when asked to consider the differences between the rubrics, and her responses or reactions to the different assessments. Her response is to side with my marking.

Nadia:31 | I think the teacher's criteria was assessed better because I personally thought that it was right in the way the teacher marked it. It is also interesting how we all felt.

(Nadia, (3), S.R.)

The deference to the teacher's assessment came up again, in her follow-up interview:

Nadia:32 | I think the teacher assessment was the most useful. I think it's because you want to see more about what the teacher thinks of you than what your peers think of you and what you think of yourself, because you're going to spend most of your time with the teacher. You spend most of your time at school and you go to that class like almost everyday, and you want to see what the teacher thinks of how you did the task. 'Cos I'm sure the teacher would concentrate more on what you're doing than other people!

(Nadia, F.U.I.)

Nadia has a deep-seated trust in the integrity of a teacher's assessment. Her experiences of being peer-assessed have taught her to mistrust peer assessment, and her recognition of how much she has

to learn throughout the process have meant that while she finds self-assessment valuable, she knows that it is limited. Teacher assessment is therefore a good anchor, and discussion can be used to reconcile this with self-assessment.

Other extracts used in Data Presentation

When asked if Nadia's attitude or approach to work had changed as a result of this process, she stated,

Nadia:33 “Yes because I now check my work properly”

(Nadia, F.U.I.)

Genevieve's Journey

Genevieve completed a Teacher Interview after Session 1 (Thinking Interdependently), a Self Reflection after Session 2 (Striving for Accuracy), and a Peer Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

Genevieve comes across as a very driven person, from her constant repetitions (in jest) of her desire to get all ticks into the “often” column. She is motivated to improve herself and this is clearly a high priority for her.

Genevieve:1 | **Genevieve:** But I would like to get everything in “often”. (Genevieve, (1), T.I.)

And,

Genevieve:2 | **Genevieve:** Mmmmm, well I would like them all to be in “often”, so I'll work on that (Genevieve, (1), T.I.)

Her response to her three Striving for Accuracy rubrics suggests some dissatisfaction as well:

Genevieve:3 | I am happyish about my results. (Genevieve, (2), S.R.)

Genevieve began the teacher interview with a fairly clear and inflated sense of how she had gone about the task. She listed a few criteria which had been assessed differently by all three assessors, without really reflecting on these differences and their possible causes. However, we soon got down to contentious criteria and sharing contrasting opinions. She set up a pattern for her reflections on herself then, which was to admit to not having met a certain criteria and then offer a justification as to why she couldn't or needn't have done so. Perhaps there was just too much perspective shift happening for Genevieve during the interview, and she needed the stability of an excuse to forgive herself for her failures (especially considering her extreme inclination towards wanting success).

Genevieve:4 | **Genevieve:** Mmm, I think I do need to work on that
T: Mm-hmm?
Genevieve: **Although we didn't have a lot of time to do some of those things**, like – and also there wasn't people who were hesitant to contribute, uumm, **so, I couldn't involve them in anything...**
T: Ok, in a way I must say I kind of disagree. (Genevieve, (1), T.I. Emphasis added)

I continued on to give her feedback on what I had seen of Jordan being left out, and she clearly began, then, to become quite introspective and quite critical of herself in the face of my own critical view. However, she struggled to get out of her own pattern of thinking, which was to attempt to justify or explain away failures, rather than accepting them. We spoke about two criteria in this way, and she eventually managed to own the fact that she had not completely met the criteria, without any excuses or justifications:

Genevieve:5

- T: I got the sense that sometimes Jordan wanted to say something but that people bulldozed her a little bit,
- Genevieve: Ja, ja, I did as well. Mmm.
- T: Or interrupted, or maybe disregarded what she said sometimes
- Genevieve: Ja, I think for the torch. Ja, I think ja.
- T: I mean I think, there was even on stage – I dunno – I don't think this involved you, when she wanted to say something and then she realised she needed to find her talking chips, and by the time she'd found the paper-clips, someone else was already saying something
- Genevieve: Jaa. Ja. (pause – 2.5s) Mmmm, (pause – 3.5s) And then also “offer feedback with kindness and respect” and “acknowledge and appreciate the success” - I didn't do either of those.
- T: You – you think you didn't?
- Genevieve: Well, **I didn't feel that there was a lot of feedback to be offered**, but **I could have said “well done”** or something like that, so yes.
- T: Right. I mean, I think in the group **it's very difficult to keep track of the conversation** as it goes, but a lot of the time when people would say an idea, people would go “No man, don't be stupid”, or “But it has to have this”
- Genevieve: Ja, ja
- T: So, so, in general I think the group, didn't have *kindness*
- Genevieve: Ja, I agree
- T: No, no, but I understand **there was a time limit as well**
- (Genevieve, (1), T.I. Emphasis added)

(Notice how, in the extract above, I seemed to follow the pattern which Genevieve had set up for herself, I offered her a justification for why she had not been able to meet the criterion. This seemed to come as a relief to her.)

And,

Genevieve:6

- Genevieve: Ja. (pause - 3s) Mmmm-hmmmm... (long pause – 6s) And also I didn't ask for feedback. But **I don't know if anyone did**. Ummmmm... (pause - 4s)
- T: Do you think you should've?
- Genevieve: Well... (pause 2 s) /Yes and no
- T: Or do you think the rubric is flawed?
- Genevieve: No, I don't think the rubric's flawed, but like, **we could've asked**, like we could've said an idea and said “what do you think about that”, and **I don't think we did that. I didn't do that**.
- T: Ja, I mean I think for me, watching from an outside perspective, you were *very* focused on the task
- Genevieve: Ok, ja.
- T: And you were very driven to get ideas in there, perhaps to the detriment of asking for people's opinion
- Genevieve: Ja, ja. So, instead of like asking for an opinion, I'd either like want to ask that question, or go on to another one that was probably more right.
- (Genevieve, (1), T.I. Emphasis added)

Again, in the above extract, I offered Genevieve a justification for why she had not been able to meet the criterion. She appreciated this, especially since I was also pointing out a strength of hers. She seemed relieved to be able to build this strength into her story.

Genevieve mentioned in her follow-up interview how useful it had been to be confronted with others' opinions about her. She even stated that she thought self-assessment alone is incomplete and

possibly not very useful, given how biased self-assessment can be, and that people might tend to lie to themselves in self-assessment in order not to appear bad to others. However, she noted that self-assessment was an important part of learning, so it should not be disregarded altogether.

Genevieve:7

Well I do think it's really important to have more than one source of feedback, so you can see how people see you from all points of view. I think that's valuable 'cos then you'll be able to make sure that you see yourself the same way as other people, or to make sure that other people see you the way you see yourself.

(Genevieve, F.U.I.)

And,

Genevieve:8

[Self assessment is] only useful if you have input from another source as well, because you might be completely wrong. But it is important to assess yourself because you will actually think more about what you've done, and so maybe you can follow your process to understand why you did something. That makes you pay more attention to why or how you do things than you did before.

(Genevieve, F.U.I.).

She outlined the factors which might make self-assessment not useful:

Genevieve:9

If you lie to yourself, and you're not honest. Like you know you didn't do something well but you'll just say you did it well, because if someone else is gonna look at it...or you don't want to admit to yourself that you were not as good as you hoped.

(Genevieve, F.U.I.)

2. Learning about the Habit (subject-knowledge)

The teacher interview was a valuable learning opportunity for Genevieve. A great deal of her learning was about herself: her perception of herself and how this shifted when brought into proximity with my perception. Tied in with this, however, she was teasing out the aspects of Thinking Interdependently for herself. Did they happen during the task and she hadn't noticed them? What should she have been looking out for? She thought about them deeply, and came to sound conclusions towards the end of the interview about what she needed to improve on.

Genevieve:10

Genevieve: Cos – although we didn't have a lot of time to do some of those things, like – and also there wasn't people who were hesitant to contribute, uumm, so, I couldn't involve them in anything...

T: Ok, in a way I must say I kind of disagree.

Genevieve: Mm?

(Genevieve, (1), T.I.)

And,

Genevieve:11

Genevieve: Jaa. Ja. (pause – 2.5s) Mmmm, (pause – 3.5s) And then also “offer feedback with kindness and respect” and “acknowledge and appreciate the success” - I didn't do either of those.

T: You – you think you didn't?

Genevieve: Well, I didn't feel that there was a lot of feedback to be offered, but I could have said “well done” or something like that, so yes.

(Genevieve, (1), T.I.)

And,

Genevieve:12 | **Genevieve:** Ja. (pause - 3s) Mmmm-hmmmm... (long pause – 6s) And also I didn't ask for feedback. But I don't know if anyone did. Ummmmm... (pause - 4s)
T: Do you think you should've? Or do you think the rubric is flawed?
Genevieve: No, I don't think the rubric's flawed, but like, we could've asked, like we could've said an idea and said “what do you think about that”, and I don't think we did that. I didn't do that.
 (Genevieve, (1), T.I.)

All of these observations, which occurred within quite a short space of time during the teacher interview, lead Genevieve to reflect quite critically on what she needed to work on in her ability to Think Interdependently. The interview had clearly enabled her to see herself more critically, and the reflection on herself tied in with the reflection on Thinking Interdependently below is very sincere.

Genevieve:13 | **T:** Ok, has this process of assessment, and this conversation, helped you to better understand Thinking Interdependently?
Genevieve: Yes, definitely. Mmmm, well, now I understand that I need to be aware of other people, actively aware. And I need to get more involved and empathise.
T: Mm-hmm?
Genevieve: And, say when people are doing a good job, and, be kind and respectful.
 (Genevieve, (1), T.I.)

Genevieve seemed able to use the rubrics she received in Sessions 2 and 3, and her peer interview, to help her ascertain what she needed to work on in terms of Striving for Accuracy:

Genevieve:14 | It taught me to always try harder, and to use different methods and to push the boundaries as I know them.
 (Genevieve (2), S.R.)

and Taking Responsible Risks:

Genevieve:15 | I must think before I do things.
 (Genevieve, (3), P.I.N.).

She also acknowledged that the rubrics act as useful guidelines, breaking down the various aspects of succeeding at a Habit, and this helped her to further understand how she could raise her standard:

Genevieve:16 | To strive for accuracy I must follow all points of the rubric, and focus.
 (Genevieve, (2), S.R.)

It seemed, though, that her Thinking Interdependently learnings were what stayed with her most prominently. In her follow up interview, when I asked her what she had learned from the process, she immediately mentioned that:

Genevieve:17 | I've learned that it's more important to work as a team and to include everyone in your team
 (Genevieve, F.U.I.)

This shows that what she discovered about herself during her teacher interview was quite profound. She also mentioned in her follow-up interview that she and her peer had not really made good use of their peer interview, as they hadn't fully understood what they needed to do. For this reason, she felt that the teacher interview was the reflection in which she learned the most about herself and the way she is seen by others.

3. Learning about assessment:

Driven as she was, Genevieve was disappointed that she did not receive valid feedback from her peer's rubric. She and her peer had discussed their rubrics outside, whilst waiting for their teacher interview. She uses the word “honest” repeatedly, which shows that she is keenly aware that in order for feedback to be useful (if one is to be able to learn from feedback and effect changes and improvements to oneself in order to grow), it must be sincere. Perhaps it need not be *accurate*, but the person giving feedback must believe in the truth of their words.

- Genevieve:18**
- T:** Alright, would you want to ask the person who peer-assessed you anything about what they said? You said / you chatted outside already
- Genevieve:** Not really anymore because I know, and she told me that she was being very kind, so I don't feel that's very honest. So, there's nothing for me to ask because that's not a real assessment.
- T:** That's interesting.
- Genevieve:** If you know what I mean. ...Cos it's very different and like I said, she told me that she was being very kind, and, she wasn't being completely honest, so. Like I'm not angry for her doing that but I can't really, like, judge it, judge myself by this one, because, it's not honest.

(Genevieve, (1), T.I.)

Genevieve mentioned in her follow-up interview that through this process she herself has become more honest in her assessments, when required to assess herself or a peer. She made reference to a survey which was currently being run in the school (students evaluating their teachers). She felt that she was able to give even her teachers more honest feedback as a result of this process.

- Genevieve:19**
- I think it has, because now I'll be more honest about self assessments and peer assessments. And now teacher assessment as well!

(Genevieve, F.U.I.)

Genevieve also spoke about the social and interpersonal considerations for peer assessment during her follow-up interview. She mentioned that without trust, and the ability to discuss one's perspectives openly, peer assessment could be more of a hurtful force than a helpful force. However, with trust comes listening and understanding, which facilitates learning and growing.

- Genevieve:20**
- [Peer assessment] could be really hurtful, maybe. Because if you think you're very kind and caring and you're always generous, and then you get a result back that says 'no, someone thinks that you are not kind and you're rude' or something, then maybe you'll be a bit hurt, and maybe it will cause conflict. It depends how close you are with the person, like if you have an open relationship, where you can be like 'Ja, I said this for you because this is what you did' and everything, then I think that would be more helpful because both of you understand what level you're on and what you're talking about, and you can listen to the other person's opinion and take it on board, and think about it and understand it.

(Genevieve, F.U.I.)

These insights of hers speak to what she called a “real assessment” in her teacher interview (“[Ayesha] told me that she was being very kind, so I don't feel that's very honest. So, there's nothing for me to ask because that's not a real assessment.”). Genevieve's notion of a “real assessment” is an important one. What she means, of course, is that her peer's assessment is not valid, but her choice of wording also speaks to assessment as a farce; a case of going through the motions with no genuine engagement (for whatever reason) with the rubric or with the person being

assessed. In order to be meaningful, Habits of Mind assessment needs to be treated with a level of seriousness. Pupils might be reluctant to engage in peer assessments because the interpersonal aspects of being 13 years old contrast, in some ways, with the factors necessary for honest assessment. Being 13 years old requires you to be likeable in order to make a good social start in high school. Being likeable means saying the things to people which you think they want to hear, which may require some bending or omission of the truth. At the very least, it would be, socially, a risky decision to offer someone (especially a relative stranger) negative feedback on themselves. Better in such cases to 'opt out' of the assessment process by picking a safe column ("often", or perhaps "sometimes", for the brave) and ticking in that column regardless of the criteria. In order for this to work at this school, trust needs to be fostered in a big way with classes before peer assessment can even come close to being useful.

Genevieve raised an important point in her peer interview notes. She commented that one of the reasons for criteria being assessed differently would be that she had not expressed herself clearly enough, which prevented her peer and I from having access to her thinking.

Genevieve:21

I think that maybe I did not communicate what I feel 100%, so maybe the people did not understand what I think inside.

(Genevieve, (3), P.I.N.)

This comes back, once again, to one of the great difficulties to be countered in the assessing of Habits of Mind.

She reflected in her follow-up interview on the tension between how one knows oneself to be and what others are able to see of that:

Genevieve:22

I got a sense of how I thought I was and how other people thought I was, from two different perspectives. So then I could actually see if how I think I was or acted was how I came across.

(Genevieve, F.U.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

Genevieve seemed to honour a hierarchy when engaging with me in the interview. In her follow-up interview she mentioned that this had to do with a societal mindset within which she feel she has grown up: a mindset which emphasised teacher authority. She claimed that sometimes one simply needs to "play by the rules", or *appear* to honour teachers when in fact one might simply be pretending in order to get through the day without rocking the boat:

Genevieve:23

We've been brought up to think that the teacher's opinion holds the most weight ...I dunno, our whole society is built on schooling and teachers are obviously the main part of that. Also, to get far in life you have to – I don't know – play by the rules for some part of the way.

(Genevieve, F.U.I.)

It was in fact clear during the teacher interview that she was playing by these unspoken rules of honouring the teacher. At one point I got mixed up about which criterion we were referring to, and made a mistake. She recognised my mistake, but continued on to agree, not mentioning it.

Genevieve:24 | **Genevieve:** And then, “listen to and accept feedback”, that was also the same for me and you, and also for Ayesha.
T: So everybody picked up on offering feedback – what was that – “offering feedback with kindness and respect”?
Genevieve: Um
T: – I mean I think that says a lot.
Genevieve: Ja. (pause – 1.5s) I think it was that one.

(Genevieve, (1), T.I.)

She also appeared to want to save face with me when I directly contradicted her. She initially claimed that there was nobody who was hesitant to contribute in her group – and that had there been such people, she might have had the opportunity to actively involve them, and score higher on her rubrics (she had assessed herself “not yet”, because in her mind there had been nobody to include). I then pointed out that I had been under the impression that Jordan was hesitant to contribute. After hearing this, without any hesitation at all, Genevieve did a complete about-turn to agree with me, without even acknowledging how much she had contradicted herself.

Genevieve:25 | **Genevieve:** Cos – although we didn't have a lot of time to do some of those things, like – and also there weren't people who were hesitant to contribute, uumm, so, I couldn't involve them in anything...
T: Ok, in a way I must say I kind of disagree.
Genevieve: Mm?
T: I got the sense that sometimes Jordan wanted to say something /but that people bulldozed her a little bit,
Genevieve: Ja, ja, I did as well

(Genevieve, (1), T.I.)

I found this really interesting as an illustration of her wanting to look good in my sight, or needing to retain some power within the situation.

Genevieve reflected after the third session that she felt the teacher's assessment had been the most accurate:

Genevieve:26 | I consider the teacher's marking to be the right thing so I feel I marked myself wrong or maybe too harshly.

(Genevieve, (3), P.I.N.)

For this task, I had assessed consistently higher than both Genevieve and her peer. Perhaps she expected my marking to be more critical, and when she found I had assessed her more highly than she had, she realised that her standards were too high.

Carmen's Journey

Carmen completed a Self Reflection after Session 1 (Thinking Interdependently), a Peer Interview after Session 2 (Striving for Accuracy), and a Teacher Interview after Session 3 (Taking Responsible Risks).

1. Ability to learn about self; shifting of own perspective

When we started going through the criteria, I got the sense that Carmen was simply acknowledging similarities and discrepancies in the way the criteria were assessed, without really thinking deeply about any of them. She confirmed the truth of the assessments with reference to background knowledge about herself, and did not elaborate.

Carmen:1 | **Carmen:** Well the first one was “recognise potential benefits or negative consequences” - umm, ja. I always do that, so...
T: Mm-hmm?
Carmen: Um, the next one was “challenge yourself to act... (Carmen, (3), T.I.)

I began to insert questions to try to push her for depth, but she struggled to answer these with very much reflexivity.

Carmen:2 | **Carmen:** Um, the next one was “challenge yourself to act – to act despite your skepticism” uuhm, Ja! (laughing) I do that a lot!
T: Do you *have* skepticism?
Carmen: Umm,
T: Because from – from both of the things you spoke about this morning you sounded like you weren't afraid of anything
Carmen: I think I was, like, before, but like, I kind of matured in that sense, so, no not anymore. I don't really... Um, the next was “evaluate your decision making”. Umm, ja. I'm quite good with that, seeing the after-effects and how it improved.
T: What do you think helps you to evaluate your decision making?
Carmen: Uum, (pause – 2.5s) What helps me to do it? Um (pause – 2s) I don't know actually! It it just helps to, to see if it was worth it, and, if I should do it again, like you said. Ja. I would take a risk similar, again. Uhm, ok the next one was... (Carmen, (3), T.I.)

Note that, in the extract above, Carmen considers “having matured” to mean she has diminished in fear and skepticism. She claims that she used to be afraid / skeptical, but now she has matured and now she doesn't have those feelings anymore. I think this is quite an interesting misconception which sits quite close to the essence of Taking Responsible Risks. A certain level of fear and skepticism is really quite important in order to temper impulsiveness and recklessness.

For the second-last similarly-assessed criteria we discussed, she used generalisations and humour to avoid answering the question from a personal perspective, and to take the focus off herself. She then moved swiftly on to identifying the last of the similarly-assessed criteria, and confirming the truth of it with “Ja, I don't”. (PTO)

- Carmen:3** | **Carmen:** Uhm, ok the next one was “Take full responsibility for mistakes and look at them as rough drafts or missteps”. Um, ja I make a lot of mistakes. Um but I wouldn't say they're a bad thing in my mind
- T:** Why?
- Carmen:** Um, cos no-one's perfect. And ja, I mean everyone makes mistakes. If you make the mistakes more than like twice, then, it shows signs of insanity if you're expecting a different outcome! (laughing) (T laughs). But, ja. Um. The next one was – or the last one was “Don't allow mistakes to prevent you from trying again”. Ja I don't. (laughs) Because I make a lot of mistakes, but I always keep on trying.
(Carmen, (3), T.I.)

When we got to discussing the criteria which had been assessed differently by the assessors, Carmen favoured her own assessments above her peer's or mine, often using background knowledge of herself to justify why our assessments were inaccurate. I offered my own perception to justify why I had assessed a certain way, but she generally held her ground in her own perception, and ended up convincing me to change my perceptions.

- Carmen:4** | **Carmen:** Well, the first one was “Strive as far as possible to create a safe environment”. And both you and my peer marked “often”, and I said “sometimes”. Um, sometimes I'm not that safe in what I do, I just do it cos I want to do it, so. I think I'm leaning more towards my answer than yours and Andrea's.
- T:** Alright. Umm, what I think – what struck me, was that you – you are so safe within yourself. Do you know what I mean? You don't need others to make things safe for you, um, because you, you're secure in who you are. So, in that sense you take your safety around with you. But, but yes, I think what you say is very valid, that sometimes that can lead to a false sense of safety – is that, am I understanding you right?
- Carmen:** Yes. Cos I, I feel so – safe with myself that I know I won't do anything wrong, but if I put myself in an environment that's not safe, it might not be my doing. Like for example, I mean, if I went to a party and there was like drugs there, I know I wouldn't do any drugs, but, putting myself in that environment there might be other people that would potentially harm me
- T:** Mm-hmm
- Carmen:** So I wouldn't really take that into consideration.
- T:** Right. You're also quite trusting.
- Carmen:** Ja I don't like to see the bad in people. (laughs)
(Carmen, (3), T.I.)

When I asked Carmen if she would like to ask her peer who assessed her anything about the way she had assessed, Carmen responded not with a question for her peer, but with a correction! Clearly she was not very interested in what had made her peer assess the way she had assessed, because Carmen felt that her assessment was wrong. This shows how secure she was in her own perception of herself.

- Carmen:5** | **T:** Ok. Would you like to ask your peer – your friend who peer-assessed you anything about the way that she assessed?
- Carmen:** I think she – well I wouldn't really ask her anything but I think she was a bit too, um, nice to me.
- T:** Ok
- Carmen:** Um and she should have put some ticks in the “sometimes” box.
(Carmen, (3), T.I.)

She had said something very similar in her self-reflection, when contemplating that her peer's assessments of her were all in the “often” column, which she felt was quite inaccurate. She could not, and did not, invest much belief in her partner's assessment of her as a result of this.

Carmen:6

Mine and my teacher's results were way more similar than my peer, who marked me right for everything, when there are still some skills I need to work on.

(Carmen, (1), S.R.)

However, although I was technically guilty of the same offense for her Taking Responsible Risks rubric, she neither asked a question nor offered a correction when I asked her if she would like to ask me anything about the way I had assessed. I found this quite fascinating because I had actually put more ticks in the “often” column than Carmen's peer! Carmen's pauses before and after her response suggest that she was possibly weighing up her options for how to respond to this question: her desire to tell me I needed to tick more “sometimes” boxes, versus the need to show me respect. I cannot think of another explanation for this apparent contradiction apart from not wanting to tell me directly that I was wrong.

Carmen:7

T: Ok. Would you like to ask me to explain anything?

Carmen: (pause – 3s) No. (pause – 3s)

(Carmen, (3), T.I.)

Towards the end of the interview, it was clear that Carmen was becoming slightly more self-reflective, although it wasn't that my or her peer's assessments had made her rethink anything about herself. Through the act of assessing herself, she had identified for herself a number of aspects of Taking Responsible Risks which she felt she could not honestly say she “often” did, and this caused her to reflect on the value of trying to do some of these things (see 2 – Learning about the Habit) for a more detailed discussion on this). She concluded that she did, now, better understand what it means to Take Responsible Risks, and reflected quite freely on her strengths and weaknesses in this regard.

Carmen:8

Carmen: Ja. I think so, I think, I always took risks – they weren't always that responsible, than for the, I would say like, for the good of my – I'm trying to put this into English – uh, I don't think I always took responsible risks, I just took them, just cos it may be fun to do. So maybe I can, now that I'm getting older, I can start thinking of what risks are important to take and what aren't so important to take, and not take all of them.

T: Mmm. And where the line is between responsible and irresponsible! – But also without overthinking and, you know, becoming overly cautious

Carmen: Cos I wouldn't want to let go of the part of me that is, like, really out there and, I really do like taking risks, but. Ja.

(Carmen, (3), T.I.)

In fact, it seemed as though this session, for whatever reason really hit home with Carmen. In her follow-up interview, which was almost four months after the Taking Responsible Risks session, she mentioned that this had been one from which she had gained the most:

Carmen:9

I think, I got more mature with the experience, in my understanding of life. Taking Responsible Risks helped me to better take risks and... I took risks, but I didn't take them responsibly, so now I know.

(Carmen, F.U.I.)

It is unclear exactly what it was about this session which enabled such profound learning for Carmen. It could have been the different way in which the assessment task was organised (a discussion rather than a task to complete), or the fact that we explored aspects of the rubric in a teacher interview, which Carmen did mention she greatly preferred to written reflections (see 4. below). Alternatively, it could just be that risk-taking is more personally relevant to her, and this session gave her a chance to carefully examine something which she considers quite fundamental about herself.

2. Learning about the Habit (subject-knowledge)

Carmen expressed pride (and relief) that nobody had ticked anything in the “not yet” column for her Taking Responsible Risks rubrics. This shows that she takes her achievements at school seriously, as well as personally, and she does not like to contemplate failure.

Carmen:10 | **Carmen:** But I was happy because no-one ticked in the “not yet” box.
T: Ok, so you think that's an achievement?
Carmen: Mmm-hmm.

(Carmen, (3), T.I.)

Carmen was able to recognise why her peer would have come to a particular conclusion, based on what had happened in the assessment task. She was able to discern what it was that made her peer mark “sometimes” rather than “often”. However, she did not apply the same critique to her own assessment, and by her own admission (using her logic of assessing herself on background knowledge as well as the assessment task) she feels that this criteria is one at which she is generally successful (although once again, when I asked her this question, she answered with a generalisation rather than reflecting specifically on herself). I was disappointed that she did not address this apparent contradiction and elaborate on her thought process when assessing herself “sometimes”.

Carmen:11 | **Carmen:** Ok the next one was “Accept confusion, uncertainty and the risk of failing as necessary, challenging and rewarding” and, you marked “often” and both me and Andrea marked “sometimes”.
T: Mm-hmm?
Carmen: Ummm, (pause – 2.5s)
T: Why?
Carmen: Um, because I think the reason Andrea marked me “sometimes” was because when I first told her about my presenting, I was really scared of failing, so maybe she took that into consideration, that I was still scared of failing’ – so, “sometimes”.
T: Do, do you think that that um, the risk of failure is necessary?
Carmen: Ja. Ja definitely. I mean you can't do things and not expect failure, cos no-one's perfect.

(Carmen, (3), T.I.)

For another of the criteria as well, Carmen showed a good ability to understand the difference between a “sometimes” and an “often”. Here, she used that logic to justify her own self-assessment.

Carmen:12 | **Carmen:** And then after that, “plan and think carefully before taking a risk in any situation. And you marked “sometimes” and so did I. Andrea marked “often” (laughs) – ummm, which is, I don't think Andrea was right, I think she should have marked “sometimes”, because, I don't, I don't usually plan, like I'm quite good with afterwards, but planning before – I just kind of wanna do it and I'm really like optimistic about the results and sometimes I just kind of make myself say that the pros are more than the cons, so, I don't think it's very good planning.

T: But you couldn't say definitely that you *plan*?

Carmen: Ja, ja. But I don't like, *never* plan, so it's not like “not yet”.

(Carmen, (3), T.I.)

When I asked her to reflect on how she had gone about Taking Responsible Risks, she reflected on the things for which she had assessed herself “sometimes”: planning, and striving to make her environments safer. She wasn't 100% convinced of the value of planning, but through conversation she seemed to understand and appreciate its value more.

Carmen:13 | **T:** Alright. What are you thinking now about how you went about Taking Responsible Risks?

Carmen: I think, I should probably plan more. Not that it's never like failed me before, *not* planning, but um you never know, something could possibly happen and it's better to have – to be safe, so I should probably plan more

T: Perhaps, as well, maybe with more mature risks, as you get older and it's not, not so much about fun things but, you know, where do I buy a house?

Carmen: Jjaa.

T: Those are things you really need to plan for, and things like that.

Carmen: Ja.

(Carmen, (3), T.I.)

And,

Carmen:14 | **Carmen:** And then I think uhh, I'm going to try make my environments more safe, um, like I said like I trust myself but um, it's hard sometimes to always put your trust in other people.

(Carmen, (3), T.I.)

It wasn't her teacher's and peer's assessments that had helped her to identify these areas in which she needed to improve, it was through her own self-reflection (in the act of filling in the rubric) that she had identified these for herself. Her self-assessment was, therefore, a very influential force for her which enabled self-reflection, but her peer's assessment and my assessment of her did not influence her view on herself, or her understanding of the habit.

Carmen took on the ideas from our brief conversation about planning, and it seemed she was processing the importance of planning and the idea of “mature” versus “fun” risks. It became clear that she had started thinking carefully about how risks relate to her life, when I asked her if this process of assessment, or this conversation, had better helped her understand what it means to Take Responsible Risks.

Carmen:15 | **Carmen:** Ja. I think so, I think, I always took risks – they weren't always that responsible, than for the, I would say like, for the good of my... I don't think I always took responsible risks, I just took them, just cos it may be fun to do. So maybe I can, now that I'm getting older, I can start thinking of what risks are important to take and what aren't so important to take, and not take all of them.

T: Mmm. And where the line is between responsible and irresponsible!

Carmen: Ja

T: But also without overthinking and you know, becoming overly cautious

Carmen: Cos I wouldn't want to let go of the part of me that is, like, really out there and, I really do like taking risks, but. Ja.

(Carmen, (3), T.I.)

Note that in the extract above, she seems almost to need my permission to want to take more frivolous risks, and seems quite relieved that I would allow room for that.

As mentioned in (1) above, Carmen reflected in her follow-up interview on the profound learning she had experienced during the Taking Responsible Risks session, almost 4 months later. Wherever her learning came from, it went straight to the core of her identity and she was quite changed.

3. Learning about assessment:

Carmen made a suggestion to add to the rubric, when I asked her if she would want to change it in any way. I was unsure of how the criterion she suggested differed from an existing one on the rubric, so we teased out the meaning and had quite a valuable discussion on the semantics of the criterion. The outcome of a risk is not always a “mistake”, but you should nevertheless not let the outcome of taking a risk prevent you from trying again.

Carmen:16 | **T:** Would you like to suggest any changes to the rubric as a result of this conversation?

Carmen: Um, (pause – 4s) Well maybe you should add in “Would you take the risk again?” - (mumbling) it's not really...

T: Ok. Do you think that doesn't come into um, “not allowing your mistakes to prevent you from trying again”? Because it's not always a *mistake*?

Carmen: Ja. I think...(pause -2.5s) Ja. It's not always a mistake so sometimes you can't, ja...

T: So maybe that one could be changed to, um: “Don't allow the *outcome* of the risk to prevent you from trying again” or “Learn from the *experience*, and

Carmen: Ja

T: ...and don't be afraid to try again” Something like that, so that it doesn't only assume that you've made mistakes

Carmen: Mistakes ja.

(Carmen, (3), T.I.)

This shows not only an enthusiasm to engage with the assessment process, but also quite a perceptive understanding of the nuances of the language used in the assessment criteria. Carmen mentioned at the end of the interview that she had found the Taking Responsible Risks task to be the most accessible, and to be the most meaningful in terms of getting to grips with the Habit. The way the session was structured – as a discussion, had made this task stand out for her.

Carmen:17 | **Carmen:** I think, it made me a bit more like umm, I think this session has been better, just in the way that it was structured, I think? So, umm, so we really did all say our strong opinions and people just didn't say things, um. I think it made me a bit more cognizant of what risks to take and, ja maybe it was just focused more on it being the Risk-session, so, ja I'm not sure.

(Carmen, (3), T.I.)

Carmen was certainly not the only participant to comment that she liked the Taking Responsible Risks task best, specifically because it was structured as an explicit discussion of the criteria of the Habit, rather than the participants simply being expected to “do” the criteria. In order for Habits of Mind to become true habits, a thorough understanding of the Habits is required first, and this is achieved through discussion, practice, and then further discussion, until the nature of the Habit can be consolidated.

However, Carmen did mention in her self-reflection and her peer interview notes that she very much appreciated the opportunity in Sessions 1 and 2 to apply the Habits of Mind, and found that she had learned a lot from the exercise of doing that.

Carmen:18 | I think I knew a lot about the habit I just didn't really apply it, and this assessment made me apply it...I think I didn't do too badly but I must learn to concentrate on it and double check.
(Carmen, (1), S.R.)

Carmen:19 | I don't think it made me better understand it, because I already knew that, I think it just helped me apply the rules better. From this process I learned how to better apply my striving for accuracy rules. I think I could do everything in my power to answer the questions i.e. asking my peer, teacher & using all the available resources.
(Carmen, (2), P.I.N.)

It would seem fair to say that in all three sessions, Carmen came away with some learning about the respective Habit. In her follow-up interview, she reflected that she had learned very much about the Habits of Mind – more so than in the classes, which she attributed to our small group size:

Carmen:20 | I think that I have a better understanding of HOM; better than school HOM. It was a smaller group so it was more focused.
(Carmen, F.U.I.)

I would certainly suggest that if it is at all possible, the Habits of Mind classes are made smaller. As it stands, there are two teachers present for all lessons, but all of the activities are still done as a whole class of approximately 28 or 29 pupils. I feel we should experiment with making better use of two teachers: some discussions and exercises can be done as a whole class, but at other times we need to break off and perhaps do more intensive work with one teacher and a group of 15 pupils.

Carmen mentioned towards the end of her teacher interview that she has noticed that throughout this process, she has become a more thoughtful and more accurate assessor:

Carmen:21 | **Carmen:** I think it [receiving three different assessments] made me really think about what I was putting down, and I wasn't being over-confident but I also wasn't being like trying to be – what's the word – under-confident?
T: Mm – you were trying not to be too hard on yourself
Carmen: Ja. So it makes you just like think about it and not see yourself as being cocky or arrogant but also not see yourself as just being perfect. Ja.
(Carmen, (3), T.I.)

The above is clear in Carmen's self reflection, in which she comments that her teacher's marking is more accurate than her own, and that she feels, on reflection, that she would like to change her own assessment of herself. Notice how her thought process seems to return to her assessment of herself regularly in her self-reflection:

- Carmen:22** [Question 3: Look at the criteria which have been assessed differently. What are your reactions or responses to that?]
I think now that I think about it more, I agree with my teacher's marks more.
- Carmen:23** [Question 5: Would you like to ask your teacher to explain anything on the teacher assessment rubric?]
No, I think her marks are way more accurate than mine and my peer.
- Carmen:24** [Question 7: Would you like to make any changes to the rubric? (she interpreted this question as meaning "would you like to change the **assessment**")]
Make my answers more or less the same to my teachers.
- Carmen:25** [Question 10: What have you learned from this process?]
I think I should take a careful look at my own assessing, when it comes to myself and re-think it logically.

(Carmen, (1), S.R.)

By the second session she noticed, to her delight, that more of her marks for herself were more similar to her peer's and my marks for her:

- Carmen:26** I thought they were much more accurate than my last rubric, there are more similar marking, and this time my marks improved. I was very happy to see I got the same marks as the other 2.
(Carmen, (2), P.I.N.)

She also noticed, however, that she was still being too hard on herself as an assessor:

- Carmen:27** I think I got maybe lower marks because I tried to be humble & not seem too arrogant, so that's why they differed.
(Carmen, (2), P.I.N.)

She clearly grappled with her understanding of herself and her ability to translate her idea of herself into an assessment. She was nervous to appear to think too much of herself and preferred to mark herself lower, but she was pleased when her assessments of herself were reinforced with similar assessments from me and her peer. She reflected on these ideas in some detail in her follow-up interview:

- Carmen:28** The first time it was a bit hard, but as we progressed it got easier, because either I was overconfident or too nice. So I didn't wanna say I got everything wrong when I really didn't.
(Carmen, F.U.I.)

When I asked her what had made this become easier for her, she said,

- Carmen:29** When you read the question, the first thing that comes to your mind is usually the right answer, but then you think 'wait, is that too nice, or...too little?' Then you change it. But usually the first thing I always thought of was right and usually corresponded to what you and my peer said. I've learned to think critically and not from a biased point. You need to mark it accurately, not get your own personal involvement in it. As you went along, it got easier and I got better. I could at heart be really boastful and arrogant, so I think I'm amazing and great and I got everything right, but then someone else might say 'well not really'. Not because of what they think of me; just because it's the truth. It's like that for everyone. You really have to think of yourself as someone else seeing you.
(Carmen, F.U.I.)

4. Ideas about, and shifts in, teacher/pupil relationships around assessment authority

The tone of the teacher interview was set early on, when Carmen felt free to joke around a bit:

Carmen:30 | **T:** Ok, so I have a bit of a blurb before we start.... (blurb)... If you're happy to proceed, then we'll get to the questions.
(pause)
Carmen: No. Just joking!
(both laugh)
T: (laughing) You *are* happy to proceed?
Carmen: (laughing) Ja!
(Carmen, (3), T.I.)

This could suggest that Carmen felt quite comfortable with me, and that she did not perceive a significant power-difference between us.

However, later in the interview, as mentioned above, she seemed to contradict herself enormously in order to avoid telling me directly that my assessment of her was “wrong”. She had commented that she would tell her peer, Andrea, that Andrea should have ticked more in the “sometimes” column, as Andrea's assessment of Carmen was too positive. However, she did not say the same thing for me, even though I had actually put more ticks in the “often” column than Andrea. As mentioned earlier, the pauses before and after Carmen's response indicate that perhaps she was not being entirely honest with me in her response.

Carmen:31 | **T:** Ok. Would you like to ask me to explain anything?
Carmen: (pause – 3s) No. (pause – 3s)
(Carmen, (3), T.I.)

So, it would seem then that Carmen did have an underlying sense of power hierarchy between me and her. Her humour was probably a defense mechanism; an attempt to diffuse tension within herself which may have been caused by feeling awkward in our one-on-one conversation. Perhaps this also prevented her from reflecting deeply on herself; not wanting to appear vulnerable (as she already felt vulnerable), she kept her defenses up and navigated potential reflections with generalisations and joking around. In her follow-up interview, she stated explicitly that she felt a teacher's assessment would be more accurate than anyone else's:

Carmen:32 | I think that teacher assessment is like more of an accurate portrayal – I dunno I trusted your assessment more than I did Andrea's. Not that I didn't trust hers but like, you know (laughs) – you knew what you were talking about, and, it was your project so you knew how to mark it properly.
(Carmen, F.U.I.)

However, she mentioned in both her teacher interview and follow-up interview that she had found the teacher interview to be more helpful than the sessions in which she had to write reflections down. She felt that the opportunity simply to speak enabled her to follow her thought-processes more carefully and arrive at thoughtful answers. When writing it down, she finds she does not think as deeply and concerns herself more with appearing to have answered the questions.(PTO)

Carmen:33 | **Carmen:** Umm, I think, I don't really like that much writing down stuff, like (inaudible) I think it's better when you actually ask me the questions and I just talk about it, cos it's so much easier for me to talk about it.

T: How so?

Carmen: I think, um, like when I'm writing I wouldn't be able to say “umm umm er uh” you know what I mean?

T: Do you mean you don't think as much, or...?

Carmen: Ja I think when, when someone's actually asked me the questions I think about it more, and in a logical sense than when I'm actually writing it down. Cos when I'm writing it down I just kind of want it to look ok and I don't really actually... Ja
(Carmen, (3), T.I.)

And,

Carmen:34 | I liked the teacher interview better. It's just easier to talk – to say what you mean than when you write it, because when you write it, you don't really get your point across or if you do write exactly what you would say, it just sounds grammatically wrong.
(Carmen, F.U.I.)

I find it interesting that, even though she clearly was not completely comfortable talking to me, she mentioned that our conversation had helped her to clarify her thoughts, She reiterated this point when I asked her what she had learned from this process. She said she felt that Habits of Mind and the assessment process had become much clearer for her as a result of our teacher interview.

Carmen even mentioned, in her teacher interview, that it was unfortunate that such interviews were so time-consuming, as they could be so beneficial if everyone in the class was able to take part in them:

Carmen:35 | **Carmen:** Ja, ja. I mean I knew, but even before Junior School I knew what was – what would make you successful, um, and what wouldn't. And I think now that we've gone into further detail it's, it's made things a lot more clearer and how to evaluate yourself. And I think for HOM, people would like it if we did this, but it's a pity because you won't be able to talk to people like individually like this

T: Why not?

Carmen: Cos there won't be time! I mean we only see you like one hour every ten day cycle, so ja.
(Carmen, (3), T.I.)

Of course, Carmen is right. The teacher-interview process is a very time-consuming one, although it can be a very important influencer of the learning process. This is something which will need to be considered with care when establishing how these learnings can speak helpfully and practically to the Habits of Mind teaching and assessing process.

However, Carmen also picked up on the need for assessments from multiple perspectives, aware that her peer might see or understand things which the teacher did not. Her peer might also have a broader knowledge of her in context, which the teacher in all likelihood lacked, and which would be important in establishing the validity of an assessment. She reflected in her follow-up interview on what variously limited perspectives the teacher and peer might have of one, and why both of their opinions are valid due to the others' limitations.

Carmen:36

I think friends have more of an overview and general opinion of you, 'cos they know a lot more about you than the teacher does, cos they [teachers] only know you from a classroom perspective. And even if I wasn't friends with my peer, she still knows what kind of person I am outside of class. For example, when we were electing headgirl, the teachers have a viewpoint of the students in class so they know "oh, she's really academic, she's really nice", but outside of the class she could be like crazy, and that's why you need people who see her in different environments, to know how to answer, and whether she's good to be headgirl.

(Carmen, F.U.I.)

Carmen valued peer assessment highly because peers were able to draw on background knowledge and bring this to their assessment. Teachers, she found, were far more focused on the actual assessment task and not on the person as a whole. When I asked her why she thought it was important that this background knowledge be taken into account for assessments, she spoke about ensuring reliability in testing:

Carmen:37

For example, when we were doing the risk taking task, if you dared me to do something and I didn't do it. You only have that one option – she didn't do it, I have to mark that she didn't do it. But my peer knows, 'no, but usually she always does this sort of thing', so she would mark that I did do it. We learned in Science that you can't just test it once, you have to test it lots and lots of times, so you know that you're not getting a false answer just because of chance or coincidence.

(Carmen, F.U.I.)

There is an interesting tension being explored by Carmen here, about where exactly the truth lies in an assessment. Of course, on the one hand it would be untrue to mark her "often" or even "sometimes" if she refused to accept a challenge in an assessment task, but on the other hand, an assessment of "often" would not be representative of her as a person, and would thus also be untrue to a degree. This is particularly important to consider with something like Habits of Mind, in which the subject-matter is so intertwined with the identity of the person being assessed. Identity exists beyond the context of the assessment task as well, and perhaps for a subject like this, bringing in background knowledge would actually make the assessments more fair.

However, Carmen went on to explore the limitations of peer assessment, which were mostly interpersonal considerations.

Carmen:38

Carmen: Sometimes you don't want to hurt your friend, especially because it was not anonymous – you mark one another and then ask 'why did you say no?'

T: It can be quite awkward to have to justify...?

Carmen: Mmmm. A lot of emotional or social dynamics can interfere with an objective assessment

Carmen: And you expect that kind of stuff from your teachers, like, you want them to give you constructive criticism, but when your friend does it, it's like, hmmmmm.

T: Is it almost like your friend is not qualified to give you that sort of feedback or criticism

Carmen: Well they are, but sometimes it doesn't feel necessary. *I* don't mind, I love it when people give me, feedback, but I know some people would say 'you don't have any viewpoint on this'.

(Carmen, F.U.I.)

Carmen made it quite clear that she felt it very important to bring together multiple assessments. She found self-assessment to be a useful exercise, and she felt her peer and teacher both brought very important strengths to their assessments as well.

Other extracts used in Presentation of Data:

Carmen:39 The rubric is very clear – you can easily say yes, or no, and the rubrics were specific to the task.
(Carmen, F.U.I.)

Carmen:40 I don't think about it! Generally, it was so spread out, these things, that you just forget about it.
(Carmen)

APPENDIX B: TABLES OF EACH PARTICIPANT'S REFLECTIONS ACROSS SESSIONS

The Journeys in Appendix A were drawn up using the tables in this appendix, which contain the raw data from the participants' teacher interviews, self-reflections and peer interview notes. The follow-up interviews were transcribed after the tables were made and relevant extracts were added into participants journey write-ups. I have not included the original reflection sheets or transcripts of any of my interviews due to space, but am happy to produce these on request.

I endeavoured to fit each participant's complete data-set onto one A3 page so that I could easily see all of the qualitative data from each participant at a glance. Thus, the font size is very small.

Raw data combined: Shazia [RP01] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Self-reflection]	Striving for Accuracy [Peer Interview]	Taking Responsible Risks [Teacher Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP01	Y	RP01: The rubric I completed by myself and the one that my peer gave me are very similar but the teacher's rubric is very different. Im not sure which one is right and am very confused about my actual results.	RP01: They are not the same.	The one that was assessed by my peer and my teacher are much more similar than the one that I assessed myself, in the pattern of the ticks. I think I assessed myself more harshly than they did. And, what they said is more similar than what I said. I just can't figure out how three different people can see three different, ways, well not ways, but how everything can be so different from the same thing, how three people can assess it so differently. I thought it would be more similar, you, cos, it's just the same thing that everyone's watching, so, or listening to. I think the truth lies in the two rubrics that have the most similarities. But if, if the rubrics are completely different then I'm clueless – I don't know. But if there are two rubrics that are more alike than one then those two rubrics are probably more accurate.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same – what are your reactions or responses to those criteria?				
RP01	Y	RP01: We all agreed that I shared my ideas often. We also agreed that I accepted constructive criticism well.	RP01: None of them are the same.	“Be willing to try new strategies, techniques, ideas and hypotheses” We all ticked that one “Often”. I think I do try new things a lot. And try different ways of doing things, to make it better. And, the fact that we all ticked it, kind of proves that in a way. There's uh also, “plan and think carefully before taking risks in any situation” - um, we all ticked “sometimes” because, in the risk that I presented, the first time, I didn't actually plan thoroughly about the pros and cons and things. And, although, I didn't plan a lot, it's not like I didn't plan at all, so we kind of picked that up as well. Cos, it was a huge risk for me because I had no, defense besides the life-jacket in that situation. And then there's “challenge yourself to act despite your skepticism, when appropriate”. I think that also applied to the first risk that I brought up. We all said “often”. Because, at first I didn't want to go into the water but I went anyway, so, ja. And then we said “Evaluate your decision making” - “sometimes” as well – I think that that links in with the “plan and think carefully before taking risks in any situation”. That's all that's similar, I think.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP01	Y	RP01: The one criteria was “offer feedback with kindness and respect”. My peer and I got the same result but the teacher's result was the opposite. Im not really sure if I interpreted the question wrong.	RP01: I didn't know what RP04 was thinking because we didn't discuss aloud. My rubric was based on assumption.	“Don't allow mistakes to prevent you from trying again”. Umm, when I, when I judged that, I, I thought about how I'm not ready to go back into a dam – that's why I said “not yet”. T: Ok, although you did verbalise that you would RP01: I would. T: Mm-hm? But you think – not today? RP01: Ja, ja, I would in, in future, but I kind of assessed <i>today</i> . You're right. I went for what I would do <i>now</i> , in the present. I'm, I'm not sure how Rachel judged that – I don't know how she did that, but ja. T: (pause – 2.5s) Does she know you? I mean, can she go “ah ja well, she says that now but I don't know...” RP01: I don't think so, I mean, she was from a different junior school so we don't know a lot about each other – she's still a new girl, in my eyes, and I'm a new girl in her eyes T: Right, so it's not like she's got background knowledge about you to, to modify her assessment? RP01: Ja. “Strive as far as possible to create an environment which is safe, free from judgment and accepting of all ideas, differences, and points of view”. Uh both RP04 and the teacher said “often” and I said “sometimes”, because in the first risk, I didn't I didn't make sure it was completely safe, so I said “sometimes”. I think mine is more accurate than the other two rubrics, because I didn't create a safe environment so, I think, “sometimes” is more accurate than “often”. “Accept confusion, uncertainty and the risks of failure as necessary, challenging and rewarding”. Um, I said “often” because it was rewarding, the first risk. Because, I got to do something fun. Even though it was, kind of short-lived, so I said “often” - because I actually accepted that something might happen, so. T: Ok. Alright. I suppose maybe the reason I said “sometimes” was because, I got the sense that you were a bit peeved by your falling. You were really put out that some dorky guy – that, you know what I mean? RP01: Ja. T: So ja, I, I felt maybe that you didn't, accept the failure itself as being a positive. RP01: Ja. RP01: “Take full responsibility for mistakes and look at them as rough drafts or missteps” is all different. I said “sometimes”, and the teacher said “often” and Rachel said “not yet”. T: I think, on reflection I would probably change that to a “sometimes”. RP01: Ja. Because, I didn't fully take responsibility for my mistake, but I did a little bit, because, I think in the back of my mind I knew he was gonna do something like that, and I just pushed it back and didn't listen to my conscience
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: “ask her and see what she says. Write a summary of what she said and how you respond to that, below.”)				
RP01	Y	RP01: Most of the results were the same so I don't need to ask about anything.	RP01: She said she assumed most of the time because we did not think aloud.	“Take full responsibility for mistakes and look at them as rough drafts or missteps”. She said “not yet” – I don't know how she marked that. It's a bit harsh.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP01	Y	RP01: I would like to ask about the “offer feedback with respect and kindness” because I'm not sure why I got what I got.	RP01: No, I agree with her marking but she forgot to mark one of the things	RP01: Honestly, not really, but some of the “offens” should have been “sometimes”. T: So you think <i>er</i> , my assessment is a little bit inaccurate? RP01: A little bit inaccurate, ja, but like, more positive than it should be, I think. Maybe when I was telling you my story and I answered questions you interpreted my answers differently than I was trying to put across. T: Ok. So, in a way, you feel like you've got a far clearer sense of yourself? RP01: I think so, ja.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP01	Y	RP01: I could have focused a lot more and contributed more.	(Thinking Interdependently) RP01: We could of worked together but we didn't <i>/know/</i> we were working together	RP01: I don't think I planned properly, but, after this session I think all of the points are becoming clearer and I think it's going to help me a lot in future. Because, by the looks of it I really do need to work on how I take my risks because they're [the marked criteria are] not how I want them to be right now. My planning of things. T: Do you think that, that what you've just said is true, or do you think that the rubric is, is wrong? I mean, you, you're kind of judging what you're saying by – RP01: (lightbulb moment) Ah yeah – I'm reflecting from the rubric! T: Mm-hmm? RP01: And I answered quite honestly so I think it's true. T: So it's just that you need to work on it a bit. RP01: Yes. T: Ok. So in a way, this has shifted your perception of, of yourself? RP01: Yes.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP01	Y	RP01: I would change “focus on the goal” to sometimes.	RP01: No	No.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP01	Y	RP01: Not really...we did team work but it didn't expand my knowledge that much.	(Thinking Interdependently) RP01: Yes, we should share our thoughts and work together	Yes. By looking at the rubric, it shows, it showed me that when I do take risks they're not necessarily responsible, and there are simple steps I can take to make them responsible. And, um, just little things I can do to make them more safe to take, and by looking at the rubric I can see that.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!				
RP01	Y	RP01: I didn't dislike anything	RP01: No; it was fun	All the sessions was writing down on the blue paper? That's ugly! because, there's so much to say you – sometimes you just can't put it down in words. You have to do it orally. When I'm talking to someone it's easier for me to describe everything whereas when I'm writing I have to sort the words out in my mind and just figure out what I want to write and I have to <i>prioritise</i> . But when I'm talking to you, it's easier, because I can just have a conversation and add in things that I might not have, in the paper, if I was writing. T: Ok, so, in a way, you maybe think in more detail? You – RP01: Ja. T: And, and in a less restricted – you don't have to <i>sort</i> , and then second-guess.. RP01: Ja, ja.
10. What have you learned from this process?				
RP01	Y	RP01: I think that teachers interpret what we do a bit differently and that is why the mark we <i>/were/</i> so different.	RP01: Be aware of your surroundings because there was a dictionary and a laptop that we did not notice.	The assessments are fun. I think it, it also helps us judge human behaviour better. I think, the one that I've learned the most is Taking Responsible Risks. Cos I liked the way we did it today, compared to what we've done in the past. The task itself was the best, because we just got to have a discussion! And that was better than, I dunno what else we did – I can't actually remember, but I think this one was the best today cos I actually feel like I've learned something new.

Raw data combined: Drishya [RP06] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Teacher Interview]	Striving for Accuracy [Self-reflection]	Taking Responsible Risks [Peer Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP06	Y	When I think about it, I agree with some of the things that RP10 has said but some of them I don't agree with them. Like, for here – I didn't really ask for others' opinions, you know, but, like, I see that you also ticked that I did, so maybe I just forgot that I did, or maybe I was being a bit modest, I don't know. And when I think about yours, it kind of makes more sense, because for three of the questions I wasn't really sure if it was like not applicable because I felt that we all did make an effort to say something T: Alright, oh so which one are you talking about, in terms of being so – possibly being not applicable? RP06: Um... 'All must take responsibility for monitoring the equality of all members' participation', because like, we all did say something, and, ja I mean none of us just, like sat on the side and didn't say anything.	RP06: My teacher said that I achieved some of the things that I thought I didn't and my friend as well. Also it might have been the case of me not understanding the questions which I do understand now.	I think that my partner and I had similar decisions on the rubric. My teacher's marking, when I read through it, was very fair, and (I) fully agreed with her.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP06	Y	Well, I guess it's proving that it's right, in a way. And it shows that everyone agreed on the same points, which means it's true, as I said. T: Do you have an emotional response to it, at all? RP06: Um, well not really other than just saying that, um, they agree with me that I did put in, like, participation and, I was willing enough to listen to other people's ideas and stuff.	RP06: Plan your steps --> I agree as we all did that I did ask questions on how I would complete the task. Establish standards of excellence --> I did use the computer so that I could research the topic.	I agree with all of them because if three people put down the same answer, it must mean that it is correct.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP06	Y	Well, I felt that I didn't stay focused at some times, on the task, especially for the second one. Because I kind of thought out of the box because we weren't getting the right answer. So, for instance I said, "if the stranger cuts open the car", but I wasn't thinking, because, um, no physical damage was done to the car. So that is, like, something silly that I didn't think about, you know. And, that's why I said that I might have not stayed focused on that particular question. But, both RP9 and you thought that I did stay focused, so that is a bit of a change T: I think for me, to, to be unfocused would be saying "what are you guys doing for the rest of the weekend?" RP06: Ohh T: You know what I mean? At least you were, um, you were still applying parts of your brain to the question at hand, and sometimes the biggest breakthroughs can come from the silliest ideas. RP06: Ja! T: So, I don't think you need to / beat yourself up about that RP06: ... (laughs) worry about it that much RP06: Um, ummm, I did think that I might have in one place, or two places, interrupted a person, but I did say that I did put others before myself, and so did number 10. And um, like, I see that you said "sometimes", but I, if I think about it now, I did interrupt, like, at least two or three times, and I didn't put down a pin I just like "no but what if" - you know? Over here I said "other", for "be aware of those in the group who seem hesitant to contribute or cannot seem to get a word in, and actively and deliberately involve them in group discussions." I said "other" because, um, well, everybody was talking, all of us did say something at one point and we all did contribute, that's why, I guess, I didn't really say "Oh shame, why aren't you saying anything?" or "what do you think?" But I guess I didn't say that because everyone did make a bit of a contribution. So, ja, And, also, I think the same applied for the next two, which was "all must take responsibility for monitoring the equality of all members' participation" and also "learn from and be inspired by the great ideas of other members of your group." Because I, um, I did make a bit of – RP10 said, uh, the torch, and I was like "no but why would she think of that?" which, which, which was kind of wrong in a way, because one of the most randomest things could be the correct thing. So, so, that was kind of wrong because we had multiple questions that we could ask, so she could have just asked that and we could have got it right, which we did at the end of the day. I don't know why I ticked it, I should have said "sometimes". I felt that I didn't really build on other people's ideas, I was like "ja, ja, ja" - I just agreed or disagreed to it, I didn't say "Why" "why are you saying this" or, um, "I disagree because...". I just said yes. But I, I did, I do remember saying in like a few places that um, "yes, but it's not bigger than a loaf of bread" or, you know... Then, when RP10 said the torch, and you said yes, it was the object – we were all like "yes, yes" we didn't actually say, well done for thinking about the torch. So, I agree that we should have said, well done to her, because, she actually was just like "hey, the torch, why, why don't we say the torch?", which is quite clever. So, ja.	RP06: Request opportunities to improve upon your work --> my teacher states that I did; my peer states sometimes; and I said not yet --> I did not really know if I did so I said not yet but I did ask questions so I now know.	Once I communicated afterwards with them / my partner, I understood why she marked differently.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP06	Y	I think she actually assessed it quite fairly. Ja, I think she assessed it quite fairly.	RP06: Not really because I think she assessed it quite clearly and accurately so I don't think so.	No, I understood why she marked me differently.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP06	Y	Yes, um, About those three questions that I mentioned earlier. I was a bit confused by those three questions, like what they actually meant. T: Ok, um, the first one, "be aware of those in the group who seem hesitant to contribute or can't seem to get a word in, and actively and deliberately involve them in group discussions". I got the sense that RP10 was, quite side-lined, on a number of occasions, and I didn't get a sense that the other three of you really – really acknowledged that and drew her in. RP06: Ja, ok, ok. T: Um, so, I would probably have marked you all the same in that regard, because nobody shone out as, as actively doing that. RP06: Ja. T: Everybody – and it's a similar thing – everybody must take responsibility for monitoring the equality... RP06: Ok, ok. T: So yes, of course, she did participate and – I mean, if she wanted to participate more she should have! RP06: But she wasn't in there the whole time T: I felt it was everybody's responsibility to make that happen RP06: Ok, ok, ja that makes more sense. T: And then, "learn from and be inspired by the great ideas of others" – uh, I suppose that, feeds in to building on other people's ideas, or thinking through them carefully, and you've spoken about that already. RP06: Ok, ok, ja.	RP06: I feel the same as the above she assessed it fairly and accurately so no.	No, I understand why she marked me differently.
6. What do you think now about how you personally went about [this Habit of Mind]? If so, how?				
RP06	Y	Well, first of all, I think I should, um, think before I say something, and be a bit more patient. Like, I mustn't just jump into it, I mustn't say "No but what?" while somebody else is talking, you know? T: Mmm. RP06: I should think about what I say before I speak. Ja.	RP06: (Striving for Accuracy) I do think that I arrived for accuracy but because I was not critical enough and I had a time limit so I think I did use striving for accuracy but only some times.	Well, in some places I was too lenient, but I marked majority fairly.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP06	Y	Actually I think it was like a perfect, perfect, rubric. Um, when I saw it on the board, I found that it was quite a clever rubric in a way because it, it, kind of put the whole, project together onto one piece of paper. T: Mmm. When you say "put it together", what do you mean? RP06: Like, all the aspects were put onto here, meaning that, um, it, it didn't go like off topic.	RP06: Well, in the beginning we should have scratched out "learn from mistakes to avoid making them again" "write not only your answers but also your working out so that you can go back and check your method" which we did end up scratching out.	No, it was a fair and well-tested rubric.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP06	Y	Yes, um, well, I think, as you said RP10 was a bit like side-lined, and we should have seen that. Um, it was kind of a bit obvious, because she always just like sat there and then listened and then finally said something. So, um, I think in thinking interdependently, we need to, ask everybody in the group if that's ok, like if that specific choice that we made was ok, and if they, each, we must ask them individually if they have a specific comment on that topic. T: Ja, I meant I think as a group you were quite busy to get your ideas and opinions – to finish the task. RP06: Yes T: Um, and maybe that consensus was lost at times. RP06: Yes.	RP06: (Striving for Accuracy) Well I always use striving for accuracy to help me do better in everything, so in a way it has but I think I always have so yes.	Yes, it encourages me to take more risks.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP06	Y	Not really, actually, it was, it was, nice, because, I don't know how to put it, it let out my feelings. I felt that I could say whatever I could, to you, and trust that you wouldn't go blurt it out to any of the other teachers, for example, you know? T: Mmm. RP06: So I, I, I enjoyed it.	RP06: Not at all. I enjoyed it and in a way helped me to show that I need to do it 'better' if I can say it like that.	No, but if we had to do the dates I would have been a bit uncomfortable.
10. What have you learned from this process?				
RP06	Y	Definitely to think before I – to, to think about others, um, before yourself, and to consider others. Basically think about others – that's my main point. I didn't really think about RP10 until you mentioned it, and now that I think about it, and actually picture it, I can see her sitting next to me but being a bit quiet. T: Mmm. RP06: So I definitely learned that, you must include all group members even though you think you are, just double check that they are ok with that.	RP06: Always to strive for accuracy and never give up. Work hard and try to complete within the time limit.	To take responsible risks, take more risks and plan or think about your risk.

Raw data combined: Lesego [RP03] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently	Striving for Accuracy [Teacher Interview]	Taking Responsible Risks [Self-reflection]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP03	N	(absent)	That they're all different. And, um, that other people may think something else, and you think something different, 'cos you know what's going through your head and they don't. T: Does that surprise you? RP03: No T: I mean, tha – that they're all so different? RP03: (pause – 2.5s) Yes. T: It does? RP03: Yes. T: What surprises you, specifically? RP03: That, um, we, 'cos there was only three people, and our minds are so different from what we think, um – we have different perspectives of what we see, of how we see, um, certain situations. So we ticked, (laughs) in different ways.	My first thoughts are that the rubrics are different in some markings made and that what I think of myself might not be what other people think of me. Eg. I strive, the teacher, mine and the friend who assessed me – our ticks are different, therefore our opinions are different.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP03	N	(absent)	RP03: Mmmmm... (pause – 3s) I think it was, (pause – 6s) “Ask others for feedback and correction”. That's ja. “Sometimes” T: (pause – 2s) Did we all say “sometimes”? RP03: Ja. T: And what does that – what's your reaction to that? RP03: Um, I don't know what to say, because, I ticked “sometimes” cos I didn't really ask people for feedback, and I think people pick that up, quickly, that I don't ask people for feedback. I mean, on my report, they said I'm very reserved. I think that's part of why people mark “sometimes”, because I don't really ask for feedback. T: So, why “sometimes”, why not “not yet”? RP03: (pause – 2s) I don't know – um, I think it's “sometimes” because usually, they tell us “ok you guys can share your answers” – then I start talking. I won't be like, “um, guys, is thisthisthisthisthis – I need help with this thisthisthis!” I just do it alone until someone says “guys, can we share our ideas?” Then I start talking, and, ja, I, need encouragement to do something. I won't do it on my own T: Were there times in this task that we did just half an hour ago, that you asked for feedback? RP03: (pause – 3s) Only what you said th – only when you said that you guys can share your answers. Then, I / started asking for feedback And this one's also the same: “Make sure you know what the directions or instructions are before you begin” T: We all said “sometimes” (pause – 2.5s) So why do you think it's not “often” why do you think it's not “not yet” RP03: (pause – 7s) I don't know T: Di – did you feel as though you understood the instructions clearly before you begun? RP03: I guess. I understood the part that we had to like edit it, but I didn't know how to, in what way we could edit it, so I get really stuck, sometimes, because, sometimes, because I – s, it's either that I look too much into the question, T: Mmmm RP03: – or I don't look at the question at all T: Right RP03: Then I just think my own thing and start doing my own thing T: Alright, so maybe you needed to have a clearer understanding, and and I must admit, I was also wrong, because I should have told you, you have 15 minutes, so you then would have been able to go, ok, you know “I need to be quick if I'm going to read through this whole thing, and I've only got 5 minutes left” or whatever. So that was also my mistake. T: (has noticed a criterion on the rubric which the teacher left out) Oh, I left this out! And I would say <i>that</i> (placing tick on rubric). So then that becomes the same: RP03: Mm-hmm T: Experience or express dissatisfaction with incomplete or sloppy work”. Were you dissatisfied? (pause – 3s) that you didn't get to complete it? RP03: (non-verbal response - shrugging) T: Why? RP03: Um, I think it's because I don't usually complete work faster than others, 'cos I'm a perfectionist. I get used to it but I thought this time I was gonna finish it. And I didn't, which happens often which is – but I get used to it. Because it happens often so I... T: But you find it, frustrating, that you work more slowly because you work more thoroughly? RP03: Non verbal response (pause 5s) T: Mmmm (pause 3s) T: Obviously, under, I mean you get different, scenarios that require you to strive for accuracy, and, and you'll probably need to strive differently, in those different scenarios. So if you had – If I gave you this and I said “go home, and check it and come back to me on Monday”, maybe you would have had the time to be so thorough. But sometimes in a – in a task that's time-bound, maybe your striving for accuracy needs to be different? In order not – in order that you're able to at least finish the task. RP03: And I find it kind of funny because when I'm put under pressure then I work faster, and, it's more accurate. When I know that “no, this is due <i>now!</i>”, then I work faster and then I end up getting everything right, and I don't understand what happened then, my teacher explained that some people work better when they're under pressure. 'Cos, um we were doing a art thing, and I usually take my time, because, I want the lines to be perfect and everything, and then he gave us five minutes to complete a drawing, and then I – just did it and then he said “It's funny how people can do so – good things, under pressure”. T: Do – do you think that you doubt yourself? That you trip yourself up sometimes if you have too much time to think about it? RP03: Jjaa. Because I overthink the question, or section, or anything. When the, but the answer's right in front of my eyes. Then I look at the answer and think “no, this doesn't make sense” so I have to go back, and then I get the wrong answer, when I have the right answer right in front of me. T: Wow, so you start second-guessing what you – what you / already know RP03: Ja, ja. T: Ok. That's interesting, because striving for accuracy does require you to second-guess sometimes. It does require you to say “Mmm, do you really spell that word like that?” But not every single word, because then you'll never (both laugh) – You'll never live, you'll never get through anything! So, so maybe our rubric, is, is incomplete. Maybe our understanding of Striving for Accuracy is not big enough for, for what it really requires? We'll talk about that just now.	3. Be willing. I think it means that I am willing to try new things, and also if people see that I like trying new things then YAY!
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP03	N	(absent)	T: So this one, for instance, is a really great example: “Plan your steps”. You said “often”, your partner (laughing) said “sometimes” and I said “not yet”. Why – how do you think that happened? RP03: I think it was cos when I planned my steps I planned it in my head and on the paper, so you couldn't exactly see what I was doing, because I wasn't interacting with anyone RP03: Ummm, (pause – 4s) “Check your work again” T: Mm-hmmm? RP03: Um I said “often”, she said “sometimes” and you said “sometimes”. T: Ok? RP03: Um, I think I did check my work, because I didn't even finish – that's the thing. I didn't finish – that's why I said “often” because I checked it over and overandover again. T: Right. But some aspects of it, you didn't check over and over again RP03: Ja, exa- ja. So, ja. T: Ok. (pause – 2s) Mmmm. So I mean this comes back to what we were talking about before you started, was, is it better to read the whole thing, and then check it, or you were saying write the whole thing and then check it, or write and then check and then write and then check. And maybe for you it's better to write the whole thing, under time pressure, and then check it. And you can even check it under time pressure! Because of what your Art teacher said, you know, you know he said you, you, maybe work better under pressure – that's when you tend to get things right. Then you can go back with a clear head, and start nit-picking, if you want. What do you think? RP03: (non-verbal response) T: So you do check your work again and again, but, but not the whole work. RP03: Umm (pause – 6s) “Establish standards of excellence” T: Mm-hmmm? RP03: I said “sometimes” T: Ja RP03: Um, she said “not yet” and you said “sometimes”. T: Alright. So what were you thinking when you ticked sometimes? (pause – 2s) T: What made you think you sort of did that? RP03: I was thinking about how many things I got right. T: Mm-hmm? RP03: And then I was thinking that I didn't look at everything and I was thinking that I only got like two things right. So I wrote “sometimes”. So, that's what I was thinking. T: Mmm RP03: So, ja.	Well, I think that people have different opinions and views about each other.

			T: What, what this criteria is actually referring to, um, it's similar to what you're saying but it's a little bit different: that if you think something is wrong, you need something right to compare it to. Otherwise how would you know? Does – do you know what I mean? So, "standards of excellence" means, you need to know what is right, somehow, whether it's by looking it up on Google or by looking in the dictionary, before you can understand how that relates to what you've done. Or what's here. Does that make sense? RP03: Mm-hmm T: So if you can establish, "who – how can I find out what the right answer would be?" then, you know how to make your own work right. RP03: Ja. T: And you did that, when you went and checked Banthai's birthday. So, you didn't know the answer, so you thought, <i>that's</i> the exemplar – that's where I – where I know. RP03: Ja T: So that's why I said "sometimes", I'm not sure why your partner said "not yet". Maybe she didn't think you were referring enough to other things? (pause – 2s) RP03: Um (pause – 6s) "Attempt – attempt to meet or ever surpass your standards of excellence. Aim for higher than the average" I said "often", and she said "not yet" and you said "sometimes". T: Did you feel – I mean, if, what you say is that you did feel that you attempted to surpass your standards of excellence? RP03: I think I think I tried cos it's better than what I usually do, T: Which is? RP03: When I'm not under pressure, when I'm just doing something T: Alright? RP03: It's ok, and ja that's why I said "often", because, (pause – 2s) ja, I think I got somewhere! T: Ok! RP03: Ja. T: Do you normally proofread your work before you hand it in? RP03: Sometimes (laughs) T: Ok RP03: – not often! Um, um it depends. If I really wanna go through it and I think that that I <i>need</i> to go through it, then I'll go through it. If I don't think I need to, I don't, then I leave it. T: Because for me, even just you taking the time to read through those articles, and, you know highlight things and underline things, that to me suggested that you were attempting to surpass your standards. I mean, you could've just gone "Ag, I'm sure it's right. I'm sure most of it's right" - you know what I mean RP03: Ja T: So that, for me, that's the striving part. You were striving. (pause – 2s RP03 non-verbal response) T: Mm. And again, I'm not sure (laughs) why she said "not yet" RP03: Mmm-hmmm! RP03: "Request opportunities to improve your – upon your work". I was gonna say "not yet", I dunno why I said "sometimes" T: Why were you gonna say "not yet"? RP03: Because, I didn't ask for any – for anything, to improve my work. So, I was gonna say "not yet". T: Ok. So you would've agreed with your partner then? RP03: Yes T: Ok. (pause – 2s) I thought you – you requested the opportunity to, look around the classroom, I mean you said "do we need to look around?" RP03: Ohhhh! T: So in that way, you made an opportunity for yourself to – to be accurate (pause – 2.5s) RP03: (softly) Ok T: That's what I was picking up RP03: Cos when (stammering) I requested opportunities to um um, improve upon your work – I usually think it's at the end of your work T: Yes RP03: And if you wanna re – let's say you get a bad mark, and you wanna ask the teacher to improve that mark, T: Mmm. RP03: And ja, and do things differently. That's how I saw it, so...ja. T: Ja. That's definitely what it refers to, and, maybe we could say then that that was not an applicable criteria to include in the assessment, because you didn't have time to, to finish it, and then say to me "can we do it again?" RP03: No T: 'Cos I would've said "No!" (laughs) "We've gotta move on – time is ticking!" (RP03 laughs) T: Um, but I think that during the task you did request an opportunity – of sorts. But you understand this criteria right. RP03: Mmm-hmm! T: Don't, don't let me confuse you.	
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP03	N	(absent)	(pause – 2s RP03 shakes head) Because it's her opinion. T: Ja, but I mean, who's right, in that case? (RP03 non-verbal response – shrugging?) T: So how do you know? (pause – 2.5s) RP03: Um T: I mean if everybody tells you different things, does that help you to move forwards? (pause – 3.5s) RP03: (uncertainly) I guess...? (pause 2s) Um it depends. If I know what they're saying is wrong, then, um, I don't take it in. If I, like, look at the situation and, I see that, ok some of the things that they say was true, is right, then, <i>then</i> maybe I'll go deeper into it. But if it's just like general, and they just th – that's what they think, then it's their opinion and I leave it in their hands. T: Alright, I mean I'm just looking at some of these things where you've marked "often", and she's marked "not yet": don't you think it would be important to say to her "why did you say 'not yet'?" Didn't you see that I did xyz?" RP03: Jaahh. T: Because what, what all the writing about Habits of Mind says, is that we're supposed to assess it by, you assess yourself, or through peer assessment. But if you can't trust your peer – if you say "ah that's her opinion", then the assessment isn't valid. Then, you're saying, the assessment doesn't count. So how can we make assessments count? RP03: Um, I think, ok, after the ticking, we should um, come together and talk about why – why the person feels this and what they were thinking while they were ticking, and what I was thinking, while I was also ticking, so that we can, come to similar terms and understand what was happening while they were like er ticking.	Yes, why does she think I sometimes challenge myself to act despite my scepticism...
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP03	N	(absent)	RP03: Nooo. T: You sure? RP03: Mmm-mmm ('no') Because I – T: (underneath) There's nothing that confuses you? RP03: No. T: You can't just say "that's your opinion", because I might be wrong! RP03: No, because, because you explained why, when we went through the ticks you explained but she wasn't here, so she didn't explain. T: Right, so we were missing her voice RP03: Yes.	No, because ours look almost the same so I think we are on the same page
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP03	N	(absent)	Um, I didn't – I think I didn't really do that. I think um, also when you strive for accuracy, that, you should use all your resources, and I didn't do that – I was depending on my brain to go through the paragraph. And then I was not – I didn't ask if I could use the dictionary, I didn't ask if I could use the laptop and you – you gave us hints! And (laughing) I didn't know, and I was depending on myself and uh it also shows that, the feedback part it still goes with the feedback part. I didn't ask questions – that was one of the things that I could've changed. Was ask questions. T: So, er, am I understanding you correctly that you say you think you did ok, but there – this has maybe brought to light things that you could've done differently or better? RP03: Ja	That I usually would let fear and embarrassment get the best of me but now I realise that fear is a choice. I will definitely take more risks but public speaking isn't one of them
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP03	N	(absent)	RP03: Um (pause – 2.5s) Hmmm. (pause – 9s) (then, excitedly) Um, I er, I I was uh looking at – you see the part that we had to cross out – they were not applicable for what we were doing. Sooo, um, couldn't we change the last two to make it applicable for everything? Or not? T: Uh, how – do you think we could? RP03: I'm not sure, that's what I'm asking. Cos, um, was the rubric made for every task that you get for striving for accuracy? (I nods) RP03: So I was thinking, if this rubric was supposed to represent everything that you do to strive for accuracy, why are these two not applicable? T: I think, the reason that I think they're not applicable, um is because, the second-last one is "write not only your answer but also your working out". So that you can go back and check your method. Now you can understand how that would be really useful in maths – RP03: Mmm-hmmm T: Cos if you just write your answer, your teacher doesn't know, and nor do you, when you go back a week later, hooww – what made you think that, whether it's wrong or right.	I would add one more that says "Just do it"

			RP03: Mmm. T: But when it comes to checking the grammar of an article, it's difficult to show your working out. So you said you, you found the correction "to have helps" - should have been "to have helped". RP03: Mmm-hmmm. T: Something like that, right? RP03: Mmm. T: But how did you work that out? (pause – 2.5s, then both erupt laughing as RP03 shrugs) T: You don't know? Right. So, I'm doing a research project now, aand, I'm going to go and do some write-up, and I'm going to say "well, it's clear to me that xyz". But if I don't show, because these are the things I got, I did these interviews, and <i>these</i> interviews showed me <i>this</i>, if I don't show how I came to those conclusions, people are going to go "wha – well ho – how can you just say these things without showing your working out?" So in some situations, that's really important. RP03: Mm-hmm T: But in others, it's not really very useful. And then the last one is "learn from your mistakes to avoid making them again". RP03: Mm-hmm? T: Now I think you have learned from some of your mistakes, but, I didn't see that in the task. RP03: Mm-hmmm. T: Because, now if we do another one, you'll go about it slightly differently, because you've learned from your mistakes. RP03: Um also – the the last one T: Mmm? RP03: Learn from your mistakes to avoid them again... What – can't you not tick that? Becau – can't you not like write that it's not gonna be part of the rubric? Because if someone took my paper, and they were marking according to the rubric, they don't know exactly if I was learning from my mistakes or not T: Exactly RP03: So, this one is, wouldn't it be <i>after</i> the task and <i>after</i> you got your marks and everything? T: Mmm. RP03: Then T: Even when we do the next task RP03: Yes T: Then I can see – oh, I remember you made this mistake last time but I can see you avoided it this time. RP03: Mmmm. T: But because we've only done one, we've got nothing to compare it to – do you see? So in <i>this</i> case, I think that's an irrelevant criteria. But if we were doing a repeated thing, then it might be relevant. Does tha – does that answer your question? RP03: Mmm-hmm T: I understand what you're saying. It's a bit frustrating when you start crossing things off the rubric willy-nilly. Like h – you know, what counts, in that case? But, I think as long as we all agree on what counts, then, ja. Does that answer your question? RP03: Mm-hmmm!	
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP03	N	(absent)	Jaas. I guess – because um when you gave us the task, to write the thirteen sentences and everything. I – when, when you said, um, write how you strive for accuracy, I was thinking that how we, we went about, to get to, the thing that we were struggling with, or, we were busy with. And I wasn't really concentrating, and I just wrote about what I got right. I didn't write about how I <i>strived</i> for it T: Hmmm. So you now understand better the striving aspect? RP03: Mm-hmm.	Yes, because at first I thought that taking a responsible risk was being careless and not caring about the outcome of the risk
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP03	N	(absent)	I liked the conversation. It's just that, um, with the paragraph, I think: more time! T: Ja. RP03: Ja. Ja. Or, or maybe <i>less</i> time! Cos I work better under pressure (both laugh) T: I should've told you RP03: The time, yes. Ja. T: Alright, but this conversation's been ok? And you thought it was interesting to be... RP03: Ja.	No, not really. I really enjoyed the session.
10. What have you learned from this process?				
RP03	N	(absent)	I learned that I should be more, I should ask for feedback and ask for more questions, and I should, um, use more of my resources, instead of depending on myself most of the time.	That I should take more RESPONSIBLE risks and to think and evaluate about major decisions that I make.

Raw data combined: Rebecca [RP04] reflections across 3 sessions

RP Code	Habit before?	Thinking Independently [Self reflection]	Striving for Accuracy [Peer Interview]	Taking Responsible Risks [Teacher Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you <i>personally</i> completed, one which was completed by your <i>peer</i> , and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP04	N	RP04: They were all very different and it surprised me I thought they would all see me like I see myself	RP04: They are not the same. But some of the teachers answers didn't match some but my personal did	They're, they're different. Kind of. Ja. T: Oh! And, and, does that make you think anything? RP04: Well, I see myself differently than other people see me. "There are more similar [teacher & peer] [But, she was more critical, whereas you said were "sometimes". T: Right. So how are those two more similar than yours? I mean, what differentiates them? RP04: Well, actually, they maybe might not be that similar [both laugh] RP04: There are more similar [Teacher & self] Cos, um there are some ticks here T: In the "say yes" column? RP04: Ja, yeah, whereas there's only one here, and none here T: So maybe saying your peer has ticked more "not yes"? RP04: Yes. T: And you've ticked one RP04: Yes T: And that I've ticked some. RP04: Yes.
2. Take a look at any criteria on the rubrics where the three answers have marked the same : what are your reactions or responses to these criteria?				
RP04	N	RP04: I think they all should be right because they were all ticked, and it made me feel motivated because those are the things I know need to improve, don't need to improve.	RP04: One of them was the same. I think it is right.	T: "Internalise yourself with circumstances of the challenges or decisions you make". They're all the same, with "sometimes" I guess, sometimes I do, I take the time to familiarise with what I'm doing, and other times I just kind of go into it.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why these criteria were assessed differently?				
RP04	N	RP04: For some of the things I agree with my peer or teacher for others I thought that my thing didn't have more accurate, but maybe they see me different.	RP04: I didn't know what the other person was thinking & the teacher didn't know what I was thinking, so it was hard to be accurate.	She [peer] ticked "not yes" for "Strive as far as possible to create an environment which is safe" but, uh, you and I ticked "sometimes". So I guess I do sometimes do it, but other times I also, again, I don't bother, cos, unless I see it necessary – unless it's life-threatening – you know, I'm not gonna die if I don't do it. So I just don't bother to create an environment which is safe for the risks. Ja. T: Do you know how you would [guess – 2x] I mean, I guess I felt that you could have maybe adapted my due to make a safer environment for yourself, but I'm wondering how it was that you ticked safe to <i>analyse</i> for the school play? And, and do the school play. RP04: Well, I, I, I always liked acting so I've done it for a few years, so I've had a kind of bit of experience. And, you know if I didn't get in that I wasn't going to do it or anything – the world would carry on, and again I could always try next year, so – And then if I didn't get in that year then I guess I'd have to improve. Cos, it wasn't that big a risk, really, if you think about it, it was quite a small risk. RP04: Ja, like, in the big world it was a small risk. But I guess in my life it was a bigger risk, and you know, if I'd embarrassed myself then, I wasn't going to do, cos, I think it was mostly nerves that me, and you know they're only here for one year. So, next year I'll just start again. "Don't allow mistakes to prevent you from trying again" I ticked "sometimes", and you and RP01 ticked "when". T: Right. So the risks that that allow you mistakes to prevent you from trying again. But, in some situations, what I understand you to be saying is, sometimes you're just got to take a leap? RP04: Ja, like last year I, I was bad this year school play, and I didn't get a very good part so it, so I decided I'd try out for this, and if I didn't get in, or if I did really badly in the audition, then I'll go and I'll try and improve – I'll try improve my acting to see where I'm going wrong, and if that's not working then I'll have to find something else that I enjoy and I'm good at. Cos there's no point in trying if you're not good at it. T: So the point is, I guess, if I really enjoyed that then there would be a sense of regret. But, if I, if that led to me finding something I'm better at and I enjoy more, then, I'll lose that sense of regret and be grateful that, "They you know, it didn't work out, but this is working out, so –" I ticked one – you and I ticked "sometimes" for "To accept confidence and uncertainty", whereas she ticked "not yes". I guess, in the challenges that we spoke about here with the dice, I wasn't very accepting of, die, dare, so, she could have seen it like – So I guess I could have been a bit more accepting. Tried to make a plan around it. T: What have understood you to be saying, though, is that you will do that, if it makes you? RP04: Ja, if it, if it was, if it mattered then I would do it, but then if it's not that big a deal then there's no point in putting myself through that.
4. Would you like to ask your partner who pre-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and how you respond to that, below.")				
RP04	N	RP04: No	RP04: She guessed some of the things because she didn't [flour] wat I was thinking	Well I think she was a bit critical but, in the examples she saw, then she would be, cos I know a whole lot of other things I did, whereas she doesn't, so then she could have been more critical. T: But, why you're different, that? Cos I also saw what she said. RP04: Well, I think it also has to do with age – you're more wise, so it's just like different opinions at different ages. So when you're younger you tend to be more critical towards things, like it's either <i>yes</i> or <i>no</i> . Or that's <i>good</i> and that's <i>bad</i> . Cos that's how you're taught. You know, you don't do this, you do this. So I think as you get older it changes. So it would be a bit different. Generally, from my perspective, that's how – and the people I've met. T: That, uh, open-mindedness comes with maturity. RP04: Yes.
5. Would you ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP04	N	RP04: The offer [feedback with kindness and respect because I didn't offer that much critical feedback but I think the things I did say was respectful and kind	RP04: No, I wouldn't agree with her	No, not particularly. Um you crossed this one out – was that just a mistake or did you...? T: That's, uh, "Be willing to try new strategies, techniques..." Um, I think I wanted you to be more willing to go and eat mud [RP04 laughs] so that's why I said "Not yes", and then I thought "no, but you were willing to try out for the plays", so, I don't think I could say that you're not yet willing. RP04: Ja, I am. T: I think you do try new things. But not all new things. RP04: But I could have been more willing to try and eat mud. [Both laugh] T: Yes, so trivial as that is – does that answer your question? RP04: Yes it does.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP04	N	RP04: I think I could do stick to the topic more and I could do build more on other peoples respect	(Thinking Independently) RP04: We could do worked together better but we didn't know we were working together.	I like I think, these examples I was willing to take the one risk but not the other, so I could have been more willing to take the other. And, generally, I think I'm pretty willing to take risks, but it depends what those risks are – whether they're that important. So, like, take Gold Reef City for example. I'm not a huge fan of big scary rides but I do go on a few, cos, I don't like feeling that like I'm too scared to do this so I can't do it. So I'd rather do it, and, you know I won't die, cos obviously it's pretty safe – everyone goes on it. So, I like doing some of them just so that I can say "you know I did it, it's fine, and I'm not scared". T: Right. So, almost to prove to yourself that it's normal – and not really terrible. RP04: Ja, that, that one is a bit better, but I know, I'd rather only go on because I don't like it, so maybe I wouldn't put myself through that! T: You've got quite a clear sense of what you do and don't want – so the incentive, and out of life. RP04: Ja – yes, but I do want to be able to do them, like, the Tower of Terror. I do want to be able to do that at future, but not right now. T: And I do want to go bungee jumping, but not right now. Like, later on in life. Cos I do bungee, but I don't like jumping off the big board, cos it's scary. So I think I need to be able to get over that, before I can go bungee jumping, cos I'll enjoy it more. T: And another one earlier that I think is about the risks I do take. I overthink everything, and sometimes then, when I overthink I don't overlook on the right things. Like, I overthink that "you know it's gonna be fine, I just – I can just do this", and sometimes, it works out and sometimes it doesn't. Like, during the play I fell and I hit my knee. Whereas, if I was thinking about it, I would have made sure that someone would catch me. But I wasn't. And then, since then, I always waited a bit longer before I fell. So... T: It's a fine line, between being too cautious and being not cautious enough. RP04: So, I think, I have to learn to balance it better.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP04	N	RP04: I wouldn't change anything	RP04: No	I think the rubric was pretty accurate. It like, covered everything. I would just leave it.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP04	N	RP04: It has become. There's a better understanding of what it involves and it shows me that I might not always see myself the way others see me – I might think I did as well as I did or the other way round.	(Thinking Independently) RP04: We should share our thoughts and work together	You Ja, cos, you know you don't often think about this, when you're taking the risk, and afterwards you're often just so relieved that "hey, it's over!" that you don't wanna think about it again. And before the risk, you're so busy worrying about the risk that, you don't really get to think about, like whether it's responsible, or, so it's good to talk about it and just understand it, so next time maybe you could just take a bit of time to think about the rubric and try and analyse the risk a bit better. T: It's more something to be grateful from thinking about it? RP04: In some situations. In others, if you think too much about it then, you're not going to end up doing it. So you rather just do it, and then, But others – offers you an sort of have to think a bit about it. T: How do you know the difference? RP04: You – well, you don't really. It's kind of, you have to trust your instincts. So if you feel really badly about doing this risk, then, then... T: This might be a reason to say no and think. RP04: Ja, but then if you think you should think about it and if you still don't feel any better after you've thought about it, then rather don't do it. Whereas, if you analyse them properly, if you think, "well, nothing too bad can come out of this, so I might as well just do it, and get it over with and say I've done it", then, you rather just stop thinking there, cos, you might overlook. And just do it. T: So, I think that's a very valid point, that, our instincts are, as a very good indicator to us what we should do. Um, sometimes they're a bit irrational though. RP04: Ja. T: So, I might just help to temper the instinct with a bit of reason every now and then. RP04: Ja, cos it's difficult to decide whether you're just being paranoid. Cos if you trust your instinct – like, your gut – when it feels about something, then you'll never really do any risks, because you'll just feel bad about doing everything. T: Right, and you might never know what you're capable of. RP04: Sometimes you have to go against that feeling. But it's difficult to know when that's a good idea or a bad idea. T: Right. And that's where the reason comes in. RP04: Yes.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP04	N	RP04: I disliked that the person knows who is assessing them because it makes me feel awkward if I can't I want more	RP04: It was fine	It's been very interesting to find like, talk about it, and find out more about the different aspects of life, like things you do, like taking risks. It's been interesting. T: You had to assess your peer and yourself, because, when you assess your peer, you don't wanna be too critical, cos you don't – they know themselves better than you know them, so you can't really criticise them or praise them too much. So that's very difficult. T: Do you struggle to know what the rubric is – what would be an honest response? RP04: Ja, and then I often just go with "sometimes" because then, you know, it's in the middle. And, the same with myself. So then I overthink everything, and then it takes a while and I often can't answer questions cos there are just so many different things, that none of the answers are correct for that. T: So the point is, I guess, that, that during the process, it's not that you're not going to think about it, but during the process, it's not that you're not going to think about it. RP04: Well, for assessing a peer, I think it's changed a bit. Cos, it's ok to be – I've gotten to know them better since then, so it's easier to assess them, but with myself it's kinda stayed the same, cos I still just so much about the question and about the answer and how, which one's which and does this really apply. So then it doesn't get anywhere. T: So we will find the assessment process itself, like his feeling, and difficult to marry with the actual experience? RP04: Yes. But like has been the easiest so far, I think. Cos, it's much easier to talk about it, cos, [when you write] you can't really think too much about how you – well you can but you can't really think too much about what you say, cos then you'll never say anything. T: When you write you think about what to write, and you second guess yourself? RP04: Ja, exactly. So it's easier to talk about stuff than to write it down.
10. What have you learned from this process?				
RP04	N	RP04: Well working in a group might involve and that sometimes people see you differently and that it good to reflect	RP04: Be aware of your surroundings because we didn't notice the dictionary & top up	I've learned, well for the risks, I've learned that for – how to analyse the risks I'm taking. And, I learned to like better some – I've gotten to know the people more, and [T: Does that help with assessments?] RP04: Ja, I think, cos if you don't know the person you can't really be sure them on just – like, they did this particular risk. So, you can't really be very broad. But I've learned more about them and it's been interesting.

Raw data combined: Andrea [RP05] reflections across 3 sessions

RP Code	Habit before?	Thinking Independently [Self reflection]	Striving for Accuracy [Peer Interview]	Taking Responsible Risks [Teacher Interview]
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1. You have had a chance to look through the three assessment rubrics you received... one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?			
RPOS	N	RPOS: I was quite surprised at how different they were. Many things that RPOS marked as were the same as what I marked for me, but the teacher marked me more differently? The answers also interested me because I got to see how other people interpreted what I've done.	RPOS: Much better than last time, and there were more similarities between the rubrics RPOS: I wanted to be humble & did not give myself higher marks so therefore I think my results differed Well, they are quite different. Um, I think it's because different people like, perceive what I do differently. And, ja, well, it doesn't really surprise me anymore, because from the other rubrics, I've also seen that, they normally are very different. Well, not, very different, they normally have some things in common, but then other things are different, usually. Te: So, amongst all these three perceptions, which one is accurate, or how do you know "what's accurate"? RPOS: Um, I don't think there really is, in a way, like, one accurate one. I think they all are accurate because they all have different people interpret what's been done or said. Te: Is there any at different parts of the rubric? RPOS: Ja
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?			
RPOS	N	RPOS: The things that I got marked the same for were quite interesting. For build on other people's ideas? I got three "sometimes". I agreed with all the ones that were the same.	RPOS: Establish standards of excellence (sometimes). Attempt to meet / surpass your standards of excellence, express dissatisfaction with unfinished, repeat opportunities to improve (often) --> Happy to see I have similar results/ideas, and quite often "Create the environment which is safe" - that was the same with all of them. Te: Ja - we'll all and sometimes. RPOS: Ja. And, I'd be willing to try new strategies "was also all the same and it was sometimes. And I think it was because I accepted the one taking the risk and the other one I didn't. RPOS: Also "challenge yourself to act despite your skepticism" was also all "sometimes". And that was also probably because I only said yes - I only did one of the risks and the other one I didn't do. Te: Do you think that's true for you generally, or do you think that's kind of skewed based on today? RPOS: I think I usually act despite my skepticism, like, depending on the situation. I think, today it was like, well the dare was kind of like, something that I would never do, so, I think it is a bit skewed but not completely because sometimes I won't do it because of my skepticism.
3. Now look at the parts where the criteria have been assessed differently - as you look through the list, what ideas do you have about why those criteria were assessed differently?			
RPOS	N	RPOS: For offer feedback with kindness and respect my teacher marked me as "not yet" but I thought and my friend put down "sometimes". I think this happened because to me group we were all very close and in we knew we wouldn't have to be over-load because no-one would get offended at it and well but I think our teacher didn't interpret it that way.	RPOS: I wanted to be humble & did not give myself higher marks so therefore I think my results differed "I accept confidence and the risk of failure as necessary" that I got two "not yet's" and one "sometimes". And I agree with that. I marked it as "not yet" because I don't really like to accept the risk of failure because I like to be certain that I will do well, and if there is a large chance of failing, I probably won't do it at that point, I'd rather want to do more preparation or something like that. Te: OK? Why do you think RPOS said "I don't" - I mean, not "sometimes"? RPOS: I think the same sometimes because as well, as what we did, I don't really have a risk that would really have a possibility of failure, because it was more of things going wrong, it wasn't really failing at something. Te: So are you saying she maybe understood the criteria slightly differently? RPOS: I don't necessarily think she understood the criteria differently. I think from what she heard from me, that she thought I interpreted it because, when I said my first taking a risk, I accepted the chance of getting hurt and the uncertainty of it, but I think I said "not yet" because of the risk of failure, that's different. I think maybe different points stood out more. Te: "Sometimes myself with the circumstances" - um, I got two "sometimes" and one "often", and I did the "often". And I think I did that because, normally I would like, think about what I do, and I think maybe today I just didn't make that clear? Te: Right. So you know yourself? RPOS: Ja. Te: A bit differently, and a bit better? RPOS: Ja. "Plan ahead and think carefully before taking any risks" I got two "sometimes" and one "often", and umh, I think that is, quite similar to the one before. I put "sometimes" there, because, often I will familiarise myself but I won't think in depth about completely what is going to happen. And then I think RPOS gave me an "often" because, well, probably from today because, well we did talk about it quite a bit and think about it as a group. Te: Right so as a sense the exercise was to plan "Recognize potential benefits or negative consequences which may result from making a decision" I got two "sometimes" and one "often", and I think that's for the same reason, because like Te: Right, RPOS also said "often" RPOS: Ja. And, "to evaluate my decision making" I did two "sometimes" and Chiara gave me an "often", and, some reason again. "Take full responsibility for my mistakes and look at them as rough drafts or missteps" I got two "sometimes" and one "often". And, I think I put a "not yet" thing you're happy? RPOS: Ja. Um, ja I think that would often be why, and I think also in the exercise, probably it's different because you probably think about like when you take full responsibility your risk of that is probably like a greater responsibility, and then, at our level you don't really have to take such a big responsibility but it still counts as taking responsibility in a way I think. Te: Along better? It's very I think, the reason I put "sometimes" was because, I did as though in some ways you depend quite heavily on other people to give you feedback. So you were very worried about, about what other people would do you, at St John's. And I think, you maybe need to think more about yourself, and what you can do. RPOS: Ja. Te: Do you know what I'm saying? RPOS: Ja. I think also in a way what I thought was - there at St John's, it would affect how people, like thought of me, but that would also affect me in a way, that, ja, I do agree with what you're saying. And then for "shift often mistakes to prevent you from trying again" I got one "sometimes" and two "often's", and I got an "often" from me and RPOS, and you gave me a sometimes. And I think, well I put a "don't allow mistakes to prevent you from trying again" because I feel that with myself, if I do make a mistake, I want to continue until I get it right. I don't like just stopping if I've made a mistake. I will continue to do it maybe like not at that moment but I will want to, like, fix the mistake and, get over it. Te: Right but you choose the risk that you're going to take, right? RPOS: Ja, well Te: So, do you know "I failed at this but I can do it better"? I can do it. RPOS: Ja, like if I know that what I've had to like, quite responsible, or I know that is just, it doesn't work for me, then I won't do it again because... Oh maybe I just don't enjoy it. But if it's something that I do quite enjoy and I've made a mistake, or I haven't done it well, I will always try to do it again to get it right. Ja.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")			
RPOS	N	RPOS: I don't need to ask her anything - I understood everything.	RPOS: I understood everything she said, and so don't have to ask her anything. Um, I don't think so, I think I understand what she's written.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?			
RPOS	N	RPOS: I don't need to ask anything - I understand and accept everything.	RPOS: No, I understood how she assessed me and why. I also understand why you've done what you did.
6. What do you think now about how you personally went about how you (this Habit of Mind)?			
RPOS	N	RPOS: I think we worked quite well together but sometimes went off topic. I think I could've expanded on other people's ideas more instead of just focusing on mine but I didn't think I did too badly, but there are a few things I can improve on.	(Sharing for Accuracy) RPOS: Quite well - well & understood the rubric, and used our available resources well (peer, teacher & internet) I think I don't always think about the con, like the, benefits or negative consequences. I usually just like think about what the risk entails and like just basically, what are good and bad. I don't, like, weigh them against each other or anything like that. If I feel like doing it I'll, like probably just be like, I'll know what it's about but I won't really think about what could happen if I do it, so I think I should start doing that a bit more because it's really good to do. Te: It's? RPOS: I think it depends on the risk. I think if it's like quite a big risk, and like it's quite important, it's good to do that, but I think if, if it's like a small risk, like, that I've done often, or that a lot of people have done, then I don't think it's that necessary to do it. I also think I need to accept the risk of failure more because, oh it's so hard to try something if I know that I can do it, so, and it's also kind of stupid to try something like, if I, if I think that I've gonna fail it's also not nice to just not do it because of that, because - I might be able to do it - ja.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?			
RPOS	N	RPOS: I wouldn't make any changes.	RPOS: No changes needed. After the conversation. I think "familiarise yourself with the circumstances" and "plan and think ahead carefully" are kind of the same. Te: Mhm-hmm? RPOS: Um, yes, they like, they're slightly different but they pretty much mean the same thing. Ja. Te: Do you think they should be one? RPOS: Umh, I think they could be one, but I think it's also fine with them being separate. Te: Ok, because, maybe the one has more to do with, when, the actual risk, and the other has to do with the outcomes. I mean if I think about like buying a house, you want to familiarise yourself with how much money do I have to spend, what area am I looking at, what's this area like, what facilities are near it... And then think about, well, if I do that, I might go broke, or I might - you know what I mean? RPOS: Ja. Te: Ja, well agree that they're very similar. RPOS: Ja. Te: And maybe that makes it difficult to assess it, so think it's all circumstances like today. RPOS: Ja. I think they good if for - separate - if it is like a big decision, but I think if it's something like today then I don't really think that it's necessary for them to be separate. Te: Ja. I mean I suppose, yes, you could have gone "Oh, so you're saying I need to go all by myself to St John's, it's not like my friend is with me so I can..." - do you know what I mean? RPOS: Ja. Te: So, and maybe that would help you, if they said "yes, you can have a whole class with you" - ohh, oh (meaning, RPOS might have accepted the challenge) RPOS: Ja.
8. Has the process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?			
RPOS	N	RPOS: Yes - I understood the individual components of thinking interdependently better now and so can put them to use.	(Sharing for Accuracy) RPOS: Didn't help me to understand it better, it helped me to apply and use it better and more effectively. I think it has, yes, before like I'd just think about, like, "Oh this risk is ok, I shouldn't - there shouldn't be anything bad that comes out of it, or it's really unlikely and then I'd just do it. But this like, it makes you think more about what you're doing and how to do it, and ja I think it really is - I think it's helpful. But I don't think it's necessary for like everyday things. I think it's really helpful if you are thinking about doing a risk, ja I really think it's useful like that. I think it will help you like even if you don't ever like really like use this rubric when you take a risk. I think it does make you think about your risk in future and if I do take a big risk, like soon, I probably will like think about it more carefully. Ja. Te: Do you think that would... that thinking like this would encourage you to take risks, or do you think it would encourage you not to take risks? I mean, will this make you a risk taker, or will it make you even more hesitant about risks? RPOS: I think it's a bit of both, in a way. I think it encourages risks because it shows you like how to accept risks and like, risks are usually responsible and there are nice ways to think about it, but I think it could also, like, make you stop taking risks because, it makes you think about so much what you're doing, like, you will start thinking about all of the bad things that could happen, and then you might just think "but that - that, although it's unlikely, it could happen so maybe I shouldn't do it". But I think it would encourage it a bit more, because it does help you think about your risk, and it shows you that risks aren't always bad, and ja, it's just nice to do.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!			
RPOS	N	RPOS: I did not dislike anything about this conversation.	RPOS: Nope, I enjoyed it a lot -> I think I liked today the best, because, well we got to do it as a group. And we talked about it. I think talking's nicer than writing stuff down. Because with writing, you like, your hand gets tired, and like your thoughts are coming but you can't really write them down that quickly and you have to sort out your thoughts to write them down. Also I think when you're writing you feel like, like in a way although you're writing stuff down and you know that someone's gonna read it and you just, I mean I think it's nice to talk about it. Te: Do you, do you feel like you're not sorting out your thoughts now? RPOS: I think I am sorting out my thoughts now. I mean like you have to like order your thoughts in a way, like now, I can just talk and like, you'll make sense of what I'm saying. But when I'm writing it down, it has to be like in correct sentences in a way, and they have to be like make orderly sense or otherwise it's just like a jumble of words on a piece of paper. Te: Ok, so it's a bit less restricted? RPOS: Ja. Te: And you think that that's maybe a bit - more of an accurate reflection of what's actually going on in your head? RPOS: Ja. I think it's nice you also get to hear, like, as we thought process goes on about the question. Can normally like, now I would be thinking like "what can I say about this?"
10. What have you learned from this process?			
RPOS	N	RPOS: That teachers interpret the things we do very differently to us. I also found out what my friends thought about me. Giving off tips, isn't helpful!	RPOS: How to apply striving for accuracy better. Desmond Tate is 18 years old. I think it taught me to think about what I do more, like for striving for accuracy I will always strive for accuracy but it gives you new ways to think about how to strive for accuracy and how to think about what you're doing. And also taking responsible risks - it makes you think about how you take your risks.

Raw data combined: Alexa [RP08] reflections across 3 sessions

RP Code	HoM before ?	Thinking Interdependently [Peer Interview]	Striving for Accuracy [Teacher Interview]	Taking Responsible Risks [Self-reflection]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
		RP08: I think that there are some things I have to work on. My partner marked exactly as I thought but most of the marks of the teachers were totally different and not at all what I had expected. - Both of us said that.		I think I was a little disappointed as some of the things that I thought is what I do, the teacher and my partner did not think so. Yet all the things I thought I did not do, they thought I did. I don't think anyone has a clear understanding of me as a person yet.
2. Take a look at any criteria where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP08	N	RP08: Be willing to let go of one idea to pursue someone else's idea – all 3 people marked me sometimes. That was the only thing in common with all three markers.	I think there's only this one, which is "asking others for feedback". T: Right – we all said "sometimes". RP08: And that's the only one. T: What's this one? – "Experience dissatisfaction –" we all marked that one the same? RP08: Oh. (pause – 3s) Ja, it's like...what do you want me to – like what do you want to ask, or answer? T: Do you think that we – I mean, isn't it interesting that we all assessed exactly the same? Or do you think it's not interesting? What do you think it says? RP08: Well, I thought the asking others for feedback – I thought it was actually not applicable, because, we – it was not really a task where you can kinda ask people to re-read your work. T: Why not? RP08: Because...even if they do re-read the there was a kind of also guess, 'cos we're correcting things. T: Why do you say they guess? RP08: ...Just 'cos if time's up then you wouldn't be able to research anything anymore, so... T: So there was quite a time limit. RP08: Ja. T: Ok, is that the only reason? RP08: No I just don't think it was [applicable], I don't know what it was. That's why I just put "sometimes", just because the only thing I didn't do was, like, I didn't think aloud as much as, um, (pause – 4s) ...ja. T: I think you – I mean you asked me for feedback, didn't you? I remember there was something that you questioned me about. RP08: Mm-hmm. T: Which is interesting, because of course I know all the answers, so it makes a lot of sense to ask me! RP08: Mm. T: Um, you – so that was why I marked "sometimes". RP08: Oh. T: You didn't ask RP12 for any feedback, so you didn't swap – you didn't say, "please won't you just check if there's any errors that you can spot here". RP08: Mmm. But she didn't kind of do that either. T: No. RP08: So it was kinda like "not applicable", that's why I put, why I thought that it was. T: I don't think it was not applicable, I think you both, didn't use that resource that was open to you. Do you get what I'm saying? RP08: Ja. T: So it was applicable, but you didn't utilise it, and maybe next time, obviously unless you're in an exam, then it might be worth asking a friend to help you with something. RP08: There – also like, y, y, it – I-ha, I'm kind of, uh, in the middle because on my report this term, one of the teachers said that I need to work on my own and not ask anyone for feedback and I'm like uuuuhhhh... T: Alright. I mean uh, there is certainly a time – a time and place, and sometimes, what's required from you is your own work, for instance in a test. RP08: No it wasn't a test. T: Ok, but, m – maybe then it's worth asking your teacher, "I'd really like to get my mom to proofread this, or to get my friend to – to check my work. RP08: It was kind of even partner-work, but she said that out 'cos we didn't understand some of the questions, so I would ask her instead of my partner. T: Ok. I mean, that interests me, and I hope that you'll ask her about that, or at least, ask your parents to ask her about that if it confuses you, because it sounds to me like you're confused, and it sounds to me like you have a reason to be confused. (pause – 4s) But ultimately, what I'm studying is how to have your own voice heard, so that's why tha – I mean it interests me that you feel you haven't been heard, in that sense. Mm-hmm? (RP08 nods)	Quite a few, numbers: 3,8,10 were the same
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP08	N	RP08: I think I was only focused sometimes but I guess that my partner didn't notice – it was like that with many questions. Most of the questions. Most of the questions about thinking of others were quite a bad mark so I need to work on that.	Well, (pause – 6s) the first one, I thought I understood the instructions and so did my partner but, you were the only one who marked different. T: Ok. I, didn't necessarily think that you made sure you understood them. Because I remember when we were reading through the rubric, nobody stopped me, and I even paused, after I said "three before-me". I waited for somebody to go "I don't understand that". RP08: Well, I kinda did understand – understand that, 'cos we, not similar, but I've done a similar kinda thing when I write paragraph or something, I always get my friends to read it, but I never really used that name. Ja. T: I mean if you'd just had the rubric, you might not necessarily have known what it referred to, although you've done something similar. RP08: Ja. T: So that was the only reason I marked you both down on that. (pause – 2.5s) That was my reasoning. Uuumm, (pause – 5s) This one ["Make the task valuable for yourself"]. Me and my partner also marked the same. T: Mmmm, you said you did make it valuable for yourself. Ja, I mean, and I said "sometimes". Maybe that's just because I didn't really have sufficient evidence to say "often" but you did look like you were interacting with the task. You looked like you were interested. Opening lots of windows <i>(referring to the internet)</i> and checking things out. But – I guess I – I mean, it certainly could be "often", and I would need to consult with you about that. Was the task valuable? RP08: Mm-hmm. And then, "check your work again and again"...She said "not yet". "Sometimes" [teacher] and I said "often". T: That's interesting, so we're all different there. RP08: Because, I would, I always used to do this in an exam, I would write a question and then I would go onto the next question, and, I would write down the answer if I knew it, but then I'd still, in the back of my mind, I would have to figure out that first question before I go onto anything else. So that's why I stayed on that dollars question and I just kept on researching it again and again /and again. T: Mmm. And that's something that this rubric, I think, maybe falls short in: in that it assumes you have lots of time. So in an exam, you wouldn't necessarily be able to do all of these things. RP08: Ja. T: And, you wouldn't necessarily have the time to check your work again and again and again, sometimes you've only got time to write it once. (pause – 3s) Mmm. And maybe that's a habit of yours – your habit of persistence is very good, but it sometimes gets in the way of your progress. What do you think? RP08: Not – not normally. T: Mmm-hmm? RP08: Normally it's weird like I won't study for any tests or anything, but I'd still get quite high marks. T: Mm-hmm? RP08: So, it's not, it doesn't normally do that, I just, I base most of my tests and my like – my answers on general knowledge, if I listen in class I don't really like study my books or whatever, I just, listen and then I normally get, quite high marks. T: Mm-hmm? RP08: Especially normally in History. T: But do you find when you write a test that if there's a question that throws you, or that you don't know the answer to, that you fixate on that? RP08: Sometimes – depending on the amount of marks. If it's a really long, er, question, like for ten marks, then I would write, I'd write what I think and then complete the paper, and then read over what I think, and then if I felt like it, would change what... T: Mmm. Ok. Does that speak to that criteria? I'm not sure why your partner thought you <i>didn't</i> check it again and again – that interests me. I don't know what she didn't see. RP08: Mmmm. I think I know why she put that because I hadn't done many questions. I'd done like two, but the thing was that most of the stuff I had found was, quite factual excc – and I didn't – and the funny thing is at my old school we had this thing, where all the letters and words would be jumbled up except the first letter and the last letter, and immediately you would just read the word. And we had that outside our window and we always used to read it so like some of the spelling errors in the middle I didn't pick up because of like... T: Right – you have a tendency to understand what the text is saying without. RP08: Ja. RP08: Planning steps. I thought "sometimes" and so did she but you said "not yet". T: Ok. Um, I didn't <i>hear</i> you planning your steps, but that's because you weren't thinking aloud. RP08: Mmmm. T: So, I could only go on what I could go on. RP08: Mmm.	I think they don't have a clear understanding of me and who I portray is very different to who I am. Numbers: 1,2,4,5,6,7,9

			T: Did you plan your steps? RP08: I think so, to an extent. T: Mmm? RP08: But, again with that question I got fixated on it, and I thought that it would be quite easy to just keep on looking it up. It annoys me if there's a question that is so close I'm so close to getting the answer and I can get the answer. But then there's so many other questions to do. T: So maybe in terms of planning, what you needed to think was "ok, we've only got 15 minutes, that means I need to spend 5 minutes on this and 5 minutes on that..." RP08: Ja T: Ok. Mmm RP08: Ja. (2s) normally like for tests I have a very photographic memory, so, like, I remember once the teacher came up to me, saying, uh asked me if I had cheated (laughs) because I'd wrote everything word for word T: Interesting RP08: But I didn't cheat. I just memorised it off by heart and I didn't even te – I just looked at the paragraph and I – it's what I do. T: Ok. Although of course that didn't help you in this particular task. RP08: Ja. I think – people always, whenever they see me, they always think I can, I get very unfocused. And I know, I know like especially with this, with, what we've done I know people would think I'm very unfocused, but then people always get confused if I – at my old school I know people thought I was so unfocused and then they when they would take a look at my report and then they would see I got really good marks. And they wouldn't understand why (laughs) because I seem so unfocused. And I don't know why it is I just kinds use being unfocused to help me, I guess. I'll be thinking of the actual question in the back of my mind, but I'll just be thinking of the other things aloud, and not think of the question, which makes people think that I'm spaced out but I'm not spaced out. T: Ok. That's quite interesting in terms of the way other people perceive what's going on inside your head because obviously nobody can see that except you RP08: Mmm.	
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP08	N	RP08: She said she put that I stayed focused the whole time as I kept putting new ideas down and she said that she thought I marked her fairly.	Probably just the check your work again and again and again. 'Cos I'm pretty sure she heard me keep on asking you about that dollar question.	Yes, as I don't think some of (the) things she marked are true. I believe differently.
5. Would you like to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP08	N	RP08: Yes – Most of the questions about listen effectively, letting go of ideas and especially building on others ideas and being inspired by others ideas and devote your energy to enhancing the group's resourcefulness.	Last time, I got really frustrated because you had marked really differently to me and my partner. Me and my partner had marked almost exactly alike, and then you were just totally different. I'd need to go back to those papers, but perhaps I got the sense that you were distracted RP08: Ja. Many people think I'm distracted T: So maybe that's where it came in?	Yes, the same thing as my partner and I – don't think she has spent enough time to get to know us and I feel this way about all my rubrics for her project
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP08	N	RP08: I've learned I need to let others talk more and take more notice of others ideas – but those are general things I need to work on (a bit confused by this question)	I think I went – striving for accuracy on that one question (laughs) T: Right. The first part? RP08: But then I didn't keep on doing it T: And does that help? In terms of striving for accuracy? I mean, do you think you did well? RP08: Nooo, cos I could have answered more questions, but that was because I (emphasis) <u>had</u> to answer that question. T: Ja RP08: It's a problem when you have to answer that question! T: So perhaps that was a stumbling block for you? RP08: Mmm-hmmnn.	I think I always have and always will. I like to challenge myself with life-threatening things and always have, and thought others thought that about me too, but I do think before I do them.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP08	N	RP08: No.	Probably, I would kinda change of the wording of asking others for feedback and correction, like, not change the whole thing, but like put it more as a groupwork task. We could maybe do one article instead of two cos you could be thinking aloud but she won't know exactly what you're talking about. We got two different articles and it's not like she got a chance to read mine, and I got a chance to read hers. T: Mm-hmm? RP08: So, if, maybe, we could both get a chance to read each others, and then, think of it, like work over it together. That would have been... T: Although that might be a time factor. If you'd had time to read through it and make sure you'd read it, then you could have swapped and said "Is there anything you can spot here that I haven't spotted" RP08: Mm. Or you could just do one. T: You see I chose to do the task this way because I think in some partnerships there might be one person who'se very strong at this sort of thing. And I felt that person might then take the lead, and do it all. RP08: Oh T: A-and then leave nothing for the other person to do. So that's why I wanted to make both people responsible for something different. If that, addresses your point? RP08: (nods)	I think there should be one about willing but easily to take risks and I don't think you should have to evaluate it and follow this rubric every time
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP08	N	RP08: No it hasn't. I still don't know what thinking interdependently means. That is why I was confused in question 6.	Not really... I kinda know when I'm really being lazy and when I'm not, when I'm actually trying. T: Ok. Has this in any way affirmed that definition for you? (RP08 shrugs) T: So it's just – whatever. You haven't really learned anything – new today? RP08: Naaaah not really	No, as I have always thought about my risks but hate that others mark you. Only you should have to know how to take them and if it was good or not.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP08	N	RP08: I really didn't like the way the teacher marked as I didn't understand.	No, not that I – not really. I just – don't like the fact that we have to kind of mark each other. ...Cos it makes me feel very frustrated sometimes T: Why? RP08: I dunno T: Can you, explain that frustration? Where it comes from? RP08: Well, when you think you're like, doing like really well at something, and then someone just like tells you that you're really bad at it, because they don't really know what...like me and RP12 really don't work together in anything T: Right. So you're – strangers to one another? RP08: Ja T: And you feel that that prevents her from seeing you truthfully? RP08: Ja it's all about that distraction thing, that people always think I'm very distracted. Even my mom always tells me, she always wants to put me on medicine, saying I'm unfocused and I'm distracted. And I'm not. No-one believes me! T: We also hardly know each other RP08: Ja T: So do you think I also don't have the right amount of insight into you? RP08: Ja. I think so T: Mmm-hmmnn? And so other people's assessments of you don't match what yours is of yourself? RP08: Ja, the thing is that I don't really – I don't like marking myself either, because, I just, I don't really know what to put. Cos I always like doubt myself, so – normally I end up putting less than I probably did. But... T: Ok? Do you, do you experience this frustration with every assessment, that you have to, because, I mean that's what school is about – being marked on something RP08: Not every assessment. No. Because you'll never get a question in science saying "did you focus?". T: So this is much more about what's inside than about you putting down the right answers so the teacher comes and ticks them. RP08: Yup...ja T: It's a lot more subjective RP08: Ja	I am not going to follow a rubric next time I take a risk or think about it too much. If you feel it is right, then take it.
10. What have you learned from this process?				
RP08	N	RP08: To work better as a group, stay focused, think through ideas before saying them, not put as many ideas forward and let others contribute more.	T: Is there anything you've learned? RP08: (pause - 3s) Mmmmmmm. Not really T: Ok. RP08: Ja I di – I ha I haven't really...I'll probably realise I'll have learned something at like, the end of the year T: Maybe RP08: But nothing...	That I don't like being judged by others on something I feel you can only judge yourself.

Raw data combined: Parvani [RP09] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Peer Interview]	Striving for Accuracy [Teacher Interview]	Taking Responsible Risks [Self-reflection]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP09	Y	RP09: I found that mine rubric and teachers rubric had the same criteria boxes ticked except for the fact of the hesitance awareness. My peer assessor was more negative about the group feedback and contributions towards the task. I do understand why the certain boxes were ticked as we weren't really focused and open to questions.	Um, well I notice that I've been given a lot of different answers by each person. Some of them are in common for reasons like, not completing the task properly, or not really finding other ways or strategies to better to complete the task We also did "experience, um, dissatisfaction with incomplete or sloppy work". Um, I know that we didn't complete filling in the crossword. I think it's cos we took too long, um, making sure that all our mistakes – or, in the article – were correct. I'm not exactly sure how sloppy the work was – T: Right, but it was incomplete RP09: Ja. T: And did, did you experience dissatisfaction about that? RP09: Umm, I did since I kinda wanted to finish the task, but I know that as a weakness of mine, I'm not really good at checking spelling errors or editing, so, I think that didn't really help, the situation. T: Ok. I – I did notice, you, you did want to go through the correct answers, and that was why I said "sometimes" but I f – I felt you could have been a bit more forthcoming about that - RP09: Ja T: Do you know what I mean? Like "Ah man, won't you -" or "let's go through it" - (RP09 laughs) Do you know what I mean? Just, because I can only assess what I see on the outside RP09: Ok T: And maybe the frustration you felt wasn't RP09: shown	I was quite surprised at the fact that my marking criteria or the way in which I saw myself was much more strict or harsh. My partner and teacher pretty much had the same train of thought.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP09	Y	RP09: The offering of respect and kindness was all in common, I think, I personally listened and responded in the right manner, I also wasn't willing to pursue ones idea.	"Asking others for feedback and correction" We all marked that with "sometimes". I think that we did try and ask each other for help, /and check using the dictionary and the computers but, um, we could've tried searching for other things to help us try and answer the questions to complete the crossword T: You also could have asked me! 'Cos, I have all the answers! It's worth a try isn't it? RP09: (both laugh) Yes. I guess I didn't think of that also. We also did "experience, um, dissatisfaction with incomplete or sloppy work". Um, I know that we didn't complete filling in the crossword. I think it's cos we took too long, um, making sure that all our mistakes – or, in the article – were correct. I'm not exactly sure how sloppy the work was – T: Right, but it was incomplete RP09: Ja. T: And did, did you experience dissatisfaction about that? RP09: Umm, I did since I kinda wanted to finish the task, but I know that as a weakness of mine, I'm not really good at checking spelling errors or editing, so, I think that didn't really help, the situation. T: Ok. I – I did notice, you, you did want to go through the correct answers, and that was why I said "sometimes" but I f – I felt you could have been a bit more forthcoming about that - RP09: Ja T: Do you know what I mean? Like "Ah man, won't you -" or "let's go through it" - (RP09 laughs) Do you know what I mean? Just, because I can only assess what I see on the outside RP09: Ok T: And maybe the frustration you felt wasn't RP09: shown	With number 1 we all had the same mark as "often". I think we did this because I am very conscientious person and I feel as though I have to create the best environment for me to trust myself, and have or build the confidence to achieve success or excel in what I do.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP09	Y	RP09: I think that as a group we let each other down, which I didn't see at first, and I think that the criteria were different as the teacher and peer could interpret my results differently as to how I could see myself.	We all got different answers for, "checking our work multiple times and using multiple methods to check our work". I personally found that I didn't use a lot of methods, it was only after I realised that we were allowed to use the dictionary and the computer that I did, and I also didn't really work, well, with my partner in communicating with her. T: Why do you think so? Why do you think you didn't work well? RP09: Uh, I think, it was just, uh, our time management that when we did realise in the end that we could trade answers and when we decided that we should do it, at that point in time it was a bit too late. T: Mmmm. There was not enough time for you to, thoroughly check each other's articles. RP09: Ja. Umm, These two are the same, with "planning my steps" and "completing the task in order that the outcome will be accurate". I think I marked that one because I knew I didn't, um, have a plan to check it, like use one source, and then check it and ask other people, I kinda just stuck to using my brain. T: And then <i>later</i> on you discovered other methods RP09: Ja T: But you didn't think ahead RP09: Ja, I didn't really have a plan, um, uh, as to how we were going to complete the cross-word, we just, kinda went with the flow. T: Why do you think your partner marked it "sometimes"? RP09: Uhm, I think, maybe because I, decided to use the dictionary to check my spelling? T: Mmm RP09: Umm, I'm not exactly sure about my partner. Um, I wasn't really sure what she did cos I was, mainly on myself but I did realise that she did try to use the computer for help, and I think, for accuracy we tried to switch, so I used the computer to try and help her also. I think the teacher said, "not yet" also for the same, planning things we didn't have a strategy, to, um, complete the task. RP09: Um, "making sure we that we knew the directions or instructions" – I said "sometimes" 'cos I realised that I wasn't clear, that, um, I could use the dictionary or the computer I wasn't aware of that before we started the task. My partner said "often". I'm not exactly sure why. And the teacher also said "sometimes" I think because, after a while we realised that we only started using the, um, the dictionary and the, the computer at a later stage of the time T: Although I was pleased that you clarified with me - "can we check with each other?" or "can we talk about it?" or "can we swap?" RP09: Ok T: So I think that was good. RP09: "Attempt to meet...your standards of excellence" or "for a higher average", um, I said "not yet" cos, we didn't try different ways to achieve success in a – in a different perspective or look at it from each other's views. We just, did it as our own work, and we didn't, confirm with each other, or ask each other a lot of questions. T: Would you normally – proofread your work before handing it in? RP09: Yes T: For me, even the act of taking the time to look through it, puts you into a "sometimes", that you are, you're already attempting to meet or surpass your standards of excellence, because you're reflecting on where you're at. So I don't think you are 'not yet' attempting to meet or surpass your standards of excellence. That's just my opinion. I mean if you'd sat there and gone "Ag, I'm sure it's right" RP09: Ja (laughs) T: Then (laughs) it would be a different story. RP09: Yeh. T: Ok? RP09: Um, my partner also said "sometimes". I think she might have said that 'cos I know she liked to work in paragraphs, and check that each paragraph is correct, and she checked with me as well, and on the computer, but um, I'm not sure that we checked enough, for all the mistakes. T: This one interests me. Both of you have said "not yet" when it comes to "establish standards of excellence", but I've said "sometimes", which is interesting. RP09: (pause – 2s) Well, I know that I didn't refer to the rubric when I was going through the task T: So do you think, if you'd done that, that would have helped you to better strive for accuracy? RP09: Uh, I think so because then you would know what I'd be looking for, and how to look for it maybe 'Cos the rubric could give us some guidance. What were we aiming to do at the end of it was to complete the crossword, but I don't think, I said not yet for that cos we, we obviously didn't and we didn't, um, manage our time properly, and ja. T: However, if you look at it in a, in a smaller way, you needed to establish what the correct spelling was of the words: so establish that standard of excellence – excellence being the correct spelling. Or, the right facts. And you established those, before, in order to check. RP09: Mm T: Do you get what I mean? RP09: Yes T: You read it and you thought "Hmm, that doesn't look right", so you established what was correct, and then you went "Hmm, not right – you see!" RP09: Ok T: So you did do that. You were able to refer to <i>correct</i> things, to help you work through it. RP09: I didn't, think of it that way, also, so I think that's why, another reason um, we both might have said "not yet". T: Do you think the rubric is unclear? RP09: (pause – 2.5s) Umm T: If that didn't occur to either of you? RP09: Um, I don't think so. I just think it's just, the way we thought and how our mind was set to the task wasn't aware of that point.	I found that to challenge myself despite my scepticism when appropriate is not really in my comfort zone. I marked myself as sometimes because I find that in some cases I can be extremely hesitant about situations and start to question things unnecessarily, and I don't feel I challenge myself. However, my partner seems to think I could maybe think that I have too much self-doubt and not think of how other people see me.

			I believe that everyone has their own opinion, and ways that they think, someone has done something or someone's approach towards something. That might have been the reason why we've all had different answers or similar answers for specific things. T: Ok, do you think that that is, useful? RP09: Um, sometimes yes and sometimes no. I think yes because it will help you work better in, how you think you work, and... T: What will help you work better? RP09: Um, if you both have similar, uh, mindsets. So you'll both check, maybe the spelling or ideas on how to look at it. Different is also good I think because, um, you'll learn how to experience, um, viewing things from a different perspective, or using different sources. Cos, I didn't use the computer at all, and my partner did, so, ja. T: Ok. Do you think it's useful, though, that people have different opinions of you and how you did? How does that help you, to... RP09: I think it, it is useful cos you can then look at that and see how you can improve yourself, or ways you can change something, to make it better or easier for yourself if you're experiencing difficulty T: Mm-hmm? Generally speaking, these are not <i>wildly</i> different. There are quite a few differences RP09: But not a lot T: But there's nothing that leaves you going "huh"?? RP09: No. T: I think that has a lot to do with the fact that you were a lot harder on yourself, than either your partner or I. We were both more positive about you, and the way you did it. You ticked a lot more "not yet's RP09: Ja T: So maybe it helps, to see, that, f from where we were looking, you weren't doing too badly RP09: (soft laugh) Ja. I think I'm just a little bit critical about my work, and maybe that's why I didn't see things how you, the teacher, or my partner saw it.	
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP09	Y	RP09: I asked my peer about the feedback on my own idea, for their opions (<i>opinions</i>) she said not yet. The reason being was I didn't ask if the group agrees or things it was a good idea. I agree as I wasn't always aware of what I say or interpret a concept.	Um, ja. I would actually want to know, um, why she said "often" for "checking" or "using multiple methods" cos I know that I only used the dictionary and my brain I didn't, really, use the computer or ask a lot of questions. Um, I know that I did ask her for one or two questions, but then again she wasn't exactly 100% sure, also, so, ja. T: Ok. You did use the computer though, when it came to Desmond Tutu? RP09: Yes but that wasn't my (laughs) article! So, ja.	I would for number 8. She said I evaluate my decision making but (in) some cases I don't believe I do, because I don't take into consideration the pros and cons or think about the best situations or techniques on how I take a risk. I am uncertain as to what to take into consideration when marking.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP09	Y	RP09: The devotion of energy to enhancing the group's resourcefulness. I guess I didn't really understand the statement and how to apply to our task. I would like to know for the above reasons.	Um, about, "request opportunities to improve on your work". I said "not yet" 'cos we didn't, I don't think we asked a lot of questions, or, ja. Or, I'm not sure how, you... T: Ok. What, uh what I meant by that was, I thought it was interesting when you asked me if you could switch papers RP09: Ja, ok T: And I thought you were making an opportunity there, for yourself, to, to double check. RP09: Ok T: And you checked with me if it was ok, and, so I thought that showed a lot of initiative and a desire to do it right RP09: Mmm.	I would like to ask how my teacher marked and what she took into consideration when she said that I am willing because I am a very shy person and I don't think I have the confidence to back myself up in all that I do.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP09	Y	RP09: To be honest at the beginning we were reluctant to speak or communicate However I feel as we built up on our idea we became more aware of what our clues were and questions or thoughts of others.	Um well I know to strive for accuracy is to check and to try and use different strategies, and I know that I, even though I did ask a few questions, and used the dictionary as a source or a reference, I didn't have a strategy when I started, I kind of just looked over it and corrected what I thought was wrong. Um I think it would have helped me if I did, if we both, had a plan to start with, and if we both had a plan to complete the crossword – maybe if we um, half did the looking around or the double checking, while the other did the crossword, ja. T: Ok. Did reading – I mean receiving and reading through these rubrics, change you perception at all on how you, strove for accuracy? RP09: Um, I think it did cos I marked myself with a lot of "not yes" and when I look at the other two rubrics it's not as much as I thought I did, so, I could've, uh maybe, seen myself doing it from a different way, or, try to percieve it in another way.	I can see myself from another perspective, and I realise that most of the risks I do is to prove something or to achieve success in what I do.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP09	Y	RP09: I think maybe adding a humour section as we tend to find humour in all that we do. We could also add how we thought about specific things.	I think, maybe, like how you, "do you think personally you strove for accuracy in your own way"? Cos I know that, um, I didn't check multiple ways which I was going to do but I didn't. T: Are you saying we each have different ways of striving for accuracy and some ways suit some people and some ways suit other people? RP09: Ja T: So, you can't have one rubric that just fits everybody? RP09: Umm, I think so but at first I didn't really know a lot about striving for accuracy so I didn't know how to, um, or what else to add to it. But I think maybe if, we did a rubric afterwards, now that we know what we were looking for, it would have been helpful to have other people's opinions and how they thought striving for accuracy helps them, and ja. T: So you might want to change the one that says "check your work using multiple methods"? RP09: Yes T: Because, you're actually a very clever girl, you and you've got a good brain in your head, so you relied quite heavily on your brain and that suited you well. Obviously if it was an article about something you knew nothing about at all, you might have needed to find some different methods, but in this particular case, you weren't too challenged to seek help outside of your own self - except for those factual ones. RP09: Yes T: Ok. I think that's an interesting point. Because, often, assessment rubrics are really generic, and from what I hear you telling me, it's almost like not everybody can fit into the same box. RP09: Um, ja. T: Does that sound like an adequate paraphrase of what you said? RP09: I think so. Ja. I know that a lot of people are different and they all, um, use different ways to think, or like some people, work best with words, or, others with shapes and diagrams... So, I think, striving for accuracy for them would be better if, if they use sources and, for me, words, 'cos that's how I work best. And checking it myself T: And maybe you need to be aware of <i>your</i> strengths and <i>your</i> weaknesses. So when you get a shapes and diagrams one you can say "I need to check this with my friend" RP09: Ja - yes T: And they know they can come to you and say "please will you check the spelling?" RP09: Yes	I think I would add a box for self-confidence and trust because in order to take a risk you have to think about what you do and how you feel about it. In some cases, different emotions or thoughts are conveyed
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP09	Y	RP09: Yes it has, I understand that we have to communicate otherwise nothing will be produced. I also understand that we have to take into consideration what others say and the clues given.	I think it does 'cos it shows us, umh the opportunities we have to check and different ways to check our work, and ways to improve our work by asking questions or using different sources. Um, I didn't really know much about striving for accuracy at first, so I think it did help to give one view of understanding as to what striving for accuracy actually is.	I think yes, it has, because I feel that I have a better understanding of the context in which "responsible" is used. It not only relies on the outcome but also what you did during the risk to create a safer environment.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP09	Y	RP09: As a group we didn't respond and communicate often or clearly. I didn't like that the clues had underlying messages and that they weren't as straightforward as they were supposed to be (not always yes/no answers).	I don't think there's anything that I disliked.	No, I felt it was an open area in which to share thoughts or feelings and I think that it was a better chance to learn about other people.
10. What have you learned from this process?				
RP09	Y	RP09: To think interdependently, and to set aside your ego to involve others with respect and not to shut down their ideas without considering what they have said. I have also learned that communicating with clarity and precision helps you to understand and complete a task better.	I learned that, for me, I need to be a bit more easy on myself, and look at things from different views and ask myself maybe questions on how I'm doing this, and what's another way to do it. Or look for other sources – I'm not really, or I'm more reluctant to using different sources, so I learned that, it's a better way to get more accurate answers.	I trust myself and that it is ok to make mistakes as we learn something also that we never know unless we try so we must push ourselves to achieve success, or even to learn about ourselves and capabilities

Raw data combined: Ayesha [RP11] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Teacher Interview]	Striving for Accuracy [Self reflection]	Taking Responsible Risks [Peer Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP11	Y	Well, I was just like glancing over them, and I sort of felt like I was too lenient, even with Gemma's, well, ja, when I was doing it, I was too lenient when I assessed myself T: Why do you think that? RP11: I don't know, I just, I just feel really bad to be critical. So, I think I was a little bit too lenient. T: Alright, um. Do you think that's a problem? RP11: It can be, sometimes. Because, um, ja, you're not really, being honest – you sort of feel bad to say what they're doing wrong.	RP11: My rubric and my peers rubrics were very different. But my rubric and the teachers rubric had a few things the same.	All the markings seemed fair and quite similar to mine, although I was a bit harsh on myself.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP11	Y	Most of them were... well, for some of them we all got the same. But then, me and Gemma's actually weren't so far apart. They were actually pretty close together. But then if you compare, um, mine – or Gemma's – with, like, the teacher's comments, they were kind of like, they were kind of different. T: Ok, that's really interesting. So in terms of what's the same, do you agree with that, or what does it make you think or feel? RP11: I, ja, I do, I, I do agree with, what everyone says. Ja.	RP11: In all three rubrics not all three of us marked anything the same. It is strange to see how differently all three of us marked.	I agree, because if three people put down the same answer then it must be correct.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP11	Y	Here, where it says "set aside your own ego to serve others", I got "often" and so did Gemma, but the teacher got "sometimes". T: Ok RP11: So... T: So does that leave you with a big question mark? RP11: Ja, sort of. And, um, well for the "be aware of those in your group who seem hesitant to contribute" I just said "not applicable" is that ok? I wasn't sure... T: I got the same that, that RP10 was hesitant to contribute, quite a lot, or that sometimes when she tried, she was bulldozed by a lot of people, and I got the feeling that nobody was acknowledging that. RP11: (sighs) Ja, I didn't really acknowledge that. I sort of just, well – she did contribute quite a lot, but I guess we just got so caught up in what she was saying and just started adding our own stuff to it – we didn't realise that she was trying to say something else? T: Ok. Does that speak to that (indicating rubric) RP11: Yes it does. It, ja. Um. Also when it says "all must take responsibility", um, Gemma said "not yet", but, um, ja we said – I said "sometimes" and the teacher said "sometimes". So. T: Alright, and maybe that has something to do with what we've just spoken about. RP11: Mmm. Because when RP10 suggested the torch, she just suggested it but didn't really say it. But then I ended up saying it and it was right so I felt really bad because she – it was her idea and I ended up saying it. T: So you felt a bit uncomfortable about that? RP11: Ja? T: Ok, why did you feel uncomfortable? RP11: Because it's like it was her idea but I didn't know if it was right or wrong but I thought we might as well try it because it sounded very close to the description we got to. T: Mmm. And yet there were other in the group who were quite vociferous about the fact that they didn't think it was right. RP11: Ja T: Did you feel a bit side-lined by that? RP11: Ja T: Like you didn't feel like you could step in and question that. RP11: Mmm. It's – ja, so I thought I might as well just try because it sounded really close. But I didn't know if I would get it right. And then after I did, I felt like, a little bit awkward because she – it was her idea in the beginning. T: Mmm. And you weren't sure quite how to acknowledge that? RP11: Ja T: Mmm. Does that – I mean, there, there was, the last one here (rubric) "acknowledge and appreciate the successes, achievements and talents of others" Does that kind of come in there? RP11: It kind of comes in there ja. Because I wasn't sure.	RP11: I can understand what they were talking about in some cases, but I feel that some of the differences were vast and we all got different answers. Everyone thinks from a different perspective.	Some questions were different, I didn't understand but once I communicated with my partner I understood what she was saying. We all thought of things from a different point of view. She said that I was confused but still did go to the party so I only sometimes accepted confusion. I responded by understanding what she said.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP11	Y	Um, well we did kind of discuss it outside. We were talking about it, and, she did, ja, um, the rubric I did for her – she, she told me I was way too lenient but I know I was, I just, I couldn't... T: It's difficult. RP11: Ja it is difficult. But, uh, I felt she was pretty, like, spot on, most of the time, just a few things were a little bit off, I think. T: What about – you mentioned there was one where she said "not yet" about monitoring other people's / contributions RP11: Ja. I feel that that wasn't really close, but, I don't know, that's just her opinion. T: Alright, but for the rest you say you – you feel like you've come to an understanding? RP11: Ja, ja, I kind of understand where she's coming from.	RP11: Not really anything. I think I understood what she meant when she marked the rubric	She said that I was confused but still did go to the party so I only sometimes accepted confusion. I responded by understanding what she said.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP11	Y	Um, theech part where you said "learn from and be inspired by the great ideas of other members in your groups" T: Mmm-hmm? RP11: Um. I just wanted to know cos it's like, kind of inbetween, so I wasn't sure where it was ticked T: Mmm. Mmmm. Ja, ok, that's because I was a bit undecided RP11: Ah ok T: Um. I would, on reflection now I would make that a "sometimes". Because you were inspired by Georgia's idea of the torch, but I think you needed to, to show your inspiration more RP11: Show it more, yes. Ok, well that's all.	RP11: No, I think that the teacher marked the most accurately from all three rubrics	No.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP11	Y	I think that I – I did do pretty well, like I did ok. But I could always improve...	RP11: (Striving for Accuracy) I could improve on some skills and only realised we could use google and the dictionary half way through. Also I could've checked over more times.	I was very cautious, even when taking the risk, but at the same time understood the consequences of the risk.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP11	Y	I don't think so, I think it was, actually, ja, it kind of does sum up what we're supposed to do while thinking interdependently T: Nothing you feel is left off, or is unnecessary? RP11: Well maybe, thinking more – flexibly, would come in – people sort looking at things from different, like different perspectives T: Right, because that is what we bring to the group RP11: Ja, um, (pause – 3s) I think that's it	RP11: No, I think the rubric sums up exactly what needed to be tested.	No
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP11	Y	This conversation has helped me, think, much better about – cos at first I didn't really understand – just by looking at the rubrics myself outside, but this sort of has cleared things up a little more. I understand where everything comes from.	RP11: (Striving for Accuracy) Yes, I think it has helped me to understand striving for accuracy because reading over the rubric and actually testing myself as /has/ made me understand much better than I did before.	Yes, because before I was uncertain, but now that we discussed it as a group, I understand better.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP11	Y	Hmmm, no. No I didn't. It – it wasn't really, you know... It – it's not intimidating. I'm just a little bit nervous, but that's all. T: Wh – why are you nervous? RP11: (laughs) I don't know! I just – ja, I'm really shy! I get really, like, anxious for everything. T: Ok. But this hasn't made you feel too intimidated? RP11: No.	RP11: No, I didn't feel uncomfortable with anything and enjoyed doing this exercise.	No, it was interesting and a lot of fun. I enjoyed the session.
10. What have you learned from this process?				
RP11	Y	I've learned that like, we should all, um, think flexibly is one, and then we should all try and work together on things, like really work together, and we shouldn't leave people out, sort of just barge on their ideas. And we should include everybody, and we should help each other because we're all on the same team. We should expand on other people's ideas, and stuff.	RP11: To keep trying and going over our work. Also using the sources you have to complete your work so it is more accurate.	I learned that it's ok to take risks and you learn from them even (when) they are mistakes

Raw data combined: Jordan [RP10] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Teacher Interview]	Striving for Accuracy [Self reflection]	Taking Responsible Risks [Peer Interview]
1. You have had a chance to look through the three assessment rubrics you received- one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP10	N	Um, my first reactions is that I'm hard on myself, because I looked at mine compared to what other people see from me, and I put a lot of ticks in the "sometimes" box, and other people put a lot in the "often" box. T: And what does that make you think or feel? RP10: That I need to be easier on myself, and I need to accept for who I am.	RP10: My first reactions are that I'm so much harder on myself than what other people see in me. RP07 put 6 ticks in the often boxes and my teacher put 3 and I put 2. So my first reaction is RP07 was very generous compared to what I have marked off.	I think that they are all very similar to each other. I used to mark myself very hardly now it is the same as my peer marks me (off)
2. Take a look at any criteria on the rubrics where the three assessors have marked the same - what are your reactions or responses to those criteria?				
RP10	N	From my peer and the teacher, for the first three on the goal or task - I got all three ticks in the often box. T: Alright. And yourself? RP10: Um, I got two. T: You gave yourself the first two? RP10: Yes T: Ok. So, does that sort of reinforce something? RP10: Well... No, it doesn't. I thought, well, I don't know, I thought that if I ticked it in "often" I would be thinking that I'm an amazing person, so, but I just thought, I can't put everything in the "often" box and I didn't want to, but then I also read the questions and said, there have to be some ticks in the "sometimes" box. T: I mean if I think about it, um, either you were completely zoned out, or you were completely focused on the task. You didn't say much, in the general group discussion, compared to the other people. But, but I got the sense that you were very much thinking about what people were saying, and only contributing when you thought you had something valid to say. RP10: Ja. T: So it seemed to me like you were very focused (RP10 laughs) on the task, and it seemed to me like you were very willing to let go of your own ideas, to let everybody else do their thing. Even if they came back to your ideas later. RP10: I was trying to like, keep all the things in mind, and just try and build into a big conclusion of what the object could be. And then I kind of guessed the tech and then I kind of got it, so. T: What's interesting is that - I mean obviously you were being assessed relative to the others in your group. It might be that if you were in a different group your assessment would be different. Do you know what I'm saying? RP10: Yes. T: But certainly for me, relative to the others in your group, you seemed very willing to let your own ideas go, and things like that. RP10: Ja. T: I see these two are the same - "building on other people's ideas" and "offering your unique interpretations" RP10: Oh Ja. That's the same in all three of them. - I really did try to build on other people's ideas, like I said like, when people mentioned stuff, I remembered it, so that I could actually get a proper conclusion of what it is, and that I stored it so that I could remember what it was and get the real details of what this object could be.	RP10: The criteria which is the same is "when working as a group, listen /to/ others ideas" All of the three assessors marked it as often. My response to this criteria is that I'm very easy to work with in a group. You need this criteria when you work in a group, and I clearly have it.	The first criteria where it says "Strive as far as possible to create an environment which is safe", I think that this quality of mind is something I will not let go.
3. Now look at the parts where the criteria have been assessed differently - as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP10	N	"Set aside your own ego to serve others, put others before yourself" RP06 said that I often do that and the teacher also said that I often do that, and then I said I sometimes do that. And, I kind of did put others before myself, but I still remembered what I said because sometimes you think what you say is more important than others, but sometimes it isn't. But sometimes it is - so it's really hard, but if you use other people's - other people, what they say - then you can build onto what they said and then they can get to a greater conclusion. T: What really struck me, was, when RP11 brought up the torch, and it was right, you celebrated - "Yay, I got it right!", but you didn't say "Ah, guys, you didn't even listen to me!" T: You weren't <i>critical</i> of them. So they were very humble in your acceptance of the fact that, that's just the way the group moves. RP10: Ja. T: So, I think you did <i>extremely</i> well there RP10: Thank you "All must take responsibility for monitoring the equality of all members' participation", and also "learn from and be inspired by the great ideas of other members of your group": like I said, like, I look in, from other people. And then I sort of built onto that. And then I kind of got inspired by what other people were saying, and I thought that, um, one of the people in our group just kept making these really good, um, suggestions of what the object was and I really thought that they were clever, and then I found that really interesting and I kept those in mind.	RP10: The criteria where they have all been assessed differently is the first criteria. RP07 said often while I said sometimes and the teacher said not yet. I think that I sometimes do know the instructions/directions before I begin, but RP07 and the teacher can't really tell because I planned in my head.	Some of these criteria which are different make me see how other people see my point of view while how they see it
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP10	N	No, not really I can pretty much, ja, understand everything they've assessed me on, on this time, ja.	RP10: I would like to ask why she said I often check my work again and again. I don't ever check my work. I've never been able to do it so it is quite a surprise to see a tick in the often box.	No. I wouldn't need to ask her anything
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP10	N	No, I think I'm happy with it, and stuff, ja.	RP10: No, I understand the rubric.	I would like my teacher to please explain on the rubric number 6.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP10	N	I think, when you think interdependently, you really think. And you really like, get yourself working, in your brain. Sometimes it doesn't help if you work in groups, sometimes it helps if you think on yourself - oh, by yourself, because you know how you work better, and if you're in groups sometimes it's just too hard and there's just too many things going around and stuff. And if you think independently you can get something done. T: Right. You say it's quite hard in a group? As compared to by yourself sometimes? RP10: Ja, I find it easier by myself. T: And that's what helped you to come to some of your conclusions RP10: (muttering) conclusions - you see, on your way you do need some help and stuff. But, I guess I can work both ways, I can work independently or I can work in a group. I like both, but I sort of like independently more, because, it's just easier for me. I don't know why, but it is T: But you say it might be worthwhile to work with them and then get some feedback on your ideas RP10: Ja, I like working like that T: So it's not all done as a group, but you can take advantage of other people's strengths RP10: Yes, ja. T: Ja - ja. Ok, that's very interesting. There definitely are pros and cons.	RP10: (Thinking Interdependently) I don't often think interdependently because I struggle to. I like to talk in groups and discuss. Today I found it extremely hard to work. RP07 worked so well and quick that you just want to ask for help because she was right there.	I personally think that I take responsible risks and I know my pros and cons of them.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP10	N	No, I don't think so T: Do you think it's an ok rubric? RP10: (with certainty) Ja, (pause - 4s) Ja, I think so.	RP10: I wouldn't make any changes.	Number 8 - because it can say "Put your decision making to the best of your ability"
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP10	N	Ja, it has, because now I can actually really see that for me, it helps me to think independently, because I just think somehow better on my own than with others, and stuff, so ja. T: Having said that, though, you said that you were inspired by other people's ideas - RP10: Ja. T: And that's what helped you to come to some of your conclusions RP10: (muttering) conclusions - you see, on your way you do need some help and stuff. But, I guess I can work both ways, I can work independently or I can work in a group. I like both, but I sort of like independently more, because, it's just easier for me. I don't know why, but it is T: But you say it might be worthwhile to work with them and then get some feedback on your ideas RP10: Ja, I like working like that T: So it's not all done as a group, but you can take advantage of other people's strengths RP10: Yes, ja. T: Ja - ja. Ok, that's very interesting. There definitely are pros and cons.	RP10: (The Habit) Yes, it has because I never really knew the meaning of thinking interdependently. Now with all this talking I understand.	Yes, it has, because when we played "truth and dare" it made me interpret my pros and cons more accurately.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here!				
RP10	N	No, I found it lots of fun, and very, like, I liked this - it was really good. T: What did you like about it? RP10: I liked, well I like the tokens - the paper clips. I really liked that. And we each have our own colours and everything. And I also liked, um, that we assessed on ourselves and stuff, because then you can actually see how you find yourself compared to what other people see in you. T: Do you think that's helpful? RP10: I find that really helpful.	RP10: I thought that I needed a little more time than 10 minutes to find errors in the article. The article was really hard because most of it was factual and I didn't understand it.	I enjoyed this process completely because we did the serious bit in the beginning and then we played a responsible game.
10. What have you learned from this process?				
RP10	N	Well, the main - well, one of the main things is that I'm really hard on myself and I should not be so hard on myself but also that I really like building on other people's ideas, and I've thought really deeply about some stuff which I'd never really thought about. Ja.	RP10: I have learned that I like to build on people's ideas in a group and that I don't like working interdependently, I only like thinking interdependently.	My pros and cons and that I am not as harsh on myself as I used to be.

Raw data combined: Nadia [RP12] reflections across 3 sessions

RP Code	HiM before?	Thinking Independently (Peer Interview)	Striving for Accuracy (Teacher Interview)	Taking Responsible Risks (Self-reflection)
1. You have had a chance to look through the three assessment rubrics you received - one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP12	Y	RP12: When I looked at them I thought that they were correct and I knew that they were what I deserved. Some of the things I had accomplished I didn't know how I won what I haven't accomplished yet. And I will try to.	I think that they were all judged fairly. Um, ya I think my partner was a bit too lenient on me because like she did everything "often" "often" "often", but I personally don't think I did everything either, so...! E: Why do you think she... or... she might have done that? RP12: I don't know, I think maybe because, she didn't know what to say, so when you don't know what to say, you just say "often" "often" but like, because even with her I tried, I tried to look at her like when she was working and I was over there, and then I, then I, um what she was doing and then I, know what to write. That maybe she wasn't like paying attention to what I was doing - working more hard on what she was doing. E: So you approached the peer-assessment differently to how she - you feel she did RP12: I think so. E: And does that make you feel embarrassed now, or strange, that she's going to look at your assessment and, and RP12: Ja, maybe, maybe, but, even last time when we did the 20 questions, I marked her and assessed her differently than she did to me. That she said that I marked her too leniently, but so ja. E: Interesting. OK. So, so you say that one is - you feel it's not quite accurate? RP12: Ja. E: Between the other two, maybe, have more to say, honestly about, about you and what you did? RP12: Yes.	I think that they are both marked quite fairly and some of the marks are interesting because all of the marks are the same or the same, I agree with all of the marking and evaluation.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same - what are your reactions or responses to these criteria?				
RP12	Y	RP12: Be willing to let go of my idea for someone else's. I think that I did let go of my idea for someone else's. I did accomplish that by my teacher and my partner and by me.	"Experience" / express dissatisfaction" - we all marked the same for that one. E: And do you think that's, that's, that's correct? Did you experience dissatisfaction? RP12: Ja. I think so. But, um, ja, (laughs), like, when I didn't complete it it was like, cos I knew what I was going to write down and when I didn't I was like "add!" E: Ja, it's frustrating. RP12: Ja! E: And that was obviously evident to both of us RP12: Yes.	I find this interesting because all of us thought the same, so this makes it definite that this is how everyone feels, and this is the right one. E.g. Number 4
3. Now look at the parts where the criteria have been assessed differently - as you look through the list, what ideas do you have about why these criteria were assessed differently?				
RP12	Y	RP12: Devote your energy into the group there I was marked very differently to everyone I think that I did stay focused in the group but maybe at times I just caught up into my thoughts. So maybe the teacher was right in saying not yet.	RP12: This one "check your work again and again." You said "sometimes" I said "not yet" cos I think, personally I didn't check my work again cos I was in a rush and I was - I wanted to get all the questions done, and then I was gonna check again and again, but then, when you said two minutes left then I said "Okay let me just come and check and write down again", but um, ja. E: But what was interesting, was that you, when you went to check, by going to the class-room, you realised you were wrong, the first went was wrong. RP12: Ja. E: So that forced you to go back and think, "what have I missed?" RP12: Ja, yes, and then I was time on... I didn't know then, after that. E: Ja, So I felt that you did check it again, because of that. RP12: OK, ah. E: For these two we marked the same: "Attempt to meet, or even..." both "sometimes" / "sometimes" - we marked it the same, and differently (referring to the peer assessment by this) I put "sometimes" for this one, and then, you left that one out. E: OK, "request opportunities to improve upon your work" - Yes, I did leave it out. Did you think there was an opportunity to request to improve on your work? RP12: No. Because I was busy there and then she was busy here so we couldn't really ask a lot of questions cos we needed to finish it and then we should have asked, but then we I didn't get to finish it, so, ja. E: OK, so maybe that's not applicable? RP12: Yes. E: US "Ask others for feedback and correction" - we both marked that "not yet". RP12: Yes, I think because I didn't ask people before I submitted it, and was one, because I wanted to do it by myself quickly and then, then, then I didn't ask. I don't think. E: What you did do was when you were unsure, you looked it up on the internet. RP12: Yes. E: But, but these were - you know your partner and me, we were reassured that, that you didn't realise but you could have. So for instance in another group, they spent half the time googling what a "vortex" was, um, and they - then they said to me "is there a mistake with this word" and I said "no". E: So they thought "ah, we wanted all this time!" RP12: (laughs) Ja. E: I did want to ask you - I didn't assess the, the criteria "Always approach a task with a clear head" - I wanted to know if you did have a clear head when you started? RP12: Well, I don't know. I said "sometimes" because, like, I was also thinking of the time and then I was thinking of what I'm going to do and then I looked at it and then I thought "OK, I'm not quite sure" and then I read the instructions again and then I was like "oh now I know what to do", and then I, I did it again, then, then I was like, "should I go there or should I just ask you, or Abby?" and then I said "oh let me just go here first" and then I went there, so it was like, thinking of different things at the same time. E: Right, so, your mind was a bit chaotic? RP12: Ja! E: OK, I think, though, your, your decision to re-read the instructions before you began, helped you to be - to have a bit more of a clear head. RP12: Yes, yes.	I think Nadia's criteria was assessed better because I personally thought that it was right in the way Nadia marked it. It is also interesting how we all felt. For example there is actually not one that we all marked differently because my partner and I marked the same which Nadia marked differently.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP12	Y	RP12: She said (smiled) me quite fairly I agree on everything she said. Some of the questions she didn't know how to mark it but I thought she marked me honestly.	(laughing) - Why she marked it all "often" because it's confusing cos I don't know why it was all "often". Maybe she just doesn't want to be - she doesn't want to be honest, to not be mean, like you know, sorry, but I don't think she would be meany - E: Ah. RP12: I honestly would be better. E: Mmmmm. It's maybe not very helpful to have an assessment that's not true. RP12: Ja, for further reference, like, for like these tasks I will keep for like further reference so it's like if we're doing a task I will remember what to do, more, but then this one, I don't know now, cos if I only had this one I wouldn't know what to do then. I would think "Oh I have all of them right". And then, in future, then I would do the task, but then I would - wouldn't do it properly and then I would say "but I got all of this right away". E: So it doesn't give you a sense of how you can improve? RP12: Yes.	Yes, why she gave me so many "often" thoughts and not so many other thoughts because I personally thought I don't fit the "often" criteria because I can't really explain myself!
5. Would you to ask your teacher to explain anything on the teacher assessment rule? If so, what would it be?				
RP12	Y	RP12: Yes, I would like the one where she marked me on that I was sometimes staying focused. That maybe I wasn't, but I thought I was. So I would like to just ask why for that one.	No, I don't think you, ah, assessed something I'm not sure of, because, one of them that I marked "often" I was just like, I wasn't really thinking properly, like I was in a rush so I just said "OK, often", but on your one, I think you also took your time, and you were watching all of us, so, ja.	No, I wouldn't want to ask because I don't see anything wrong with it.
6. What do you think now about how you personally went about (this Habit of Mind)?				
RP12	Y	RP12: Now I think and I know now that I honestly know where I am not accomplishing in areas (focus) and this was a really good task because now I can use what to give myself.	RP12: Ummm, I think I, I have strived for accuracy in - honestly more than I did now, which, like, I don't know why but, like, for like a task like back in Junior School when we did this, cos I did do Habits of Mind last year, when we did we used to focus on a lot of Striving for Accuracy in all the subjects, like, Maths, English and Afrikaans and all the subjects. And, for the tasks I would strive for accuracy because I had longer period of time to do it now, so I would strive for accuracy more, but if I had to rush, then, I wouldn't really strive for accuracy - that wouldn't be what I would think of. I would think of just finishing it. E: It seems in life we're always got deadlines of some sort, but there are times when the deadline is more pressurised than other times. RP12: Ja, yes. E: So, as an exam for instance, you know you need to get the work out of your head and onto the paper as quickly as possible. And it's maybe not easy in that situation to take the time to stop back, and make sure that you're striving for accuracy. RP12: Yes.	That I wasn't the only person who thought that at the end it was a responsible thought and I enjoyed every minute that everyone else thought that it was a responsible risk to take. It is good to see other people's responses.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP12	Y	RP12: No I wouldn't because now I know what and how I need to work.	[smile] Y: So maybe, what our rubric is missing, is some ideas as to how you can strive for accuracy during a task. Because this all seems quite retrospective. RP12: Yes. Like, maybe, um, don't worry about the time, and, just, read it over and over, and then even if you don't finish it it's fine at least you know that you strived for accuracy. In that sense, making it, um, more accurate than - even if you didn't finish it and, say the teacher wants to go over it, then she could see that you were thinking about it, rather (there) just realising it and getting them worried. E: Maybe there's some strategies for - because if you've got a chaotic head, it won't always say no - to strive for accuracy. When you need a clear head to do that. RP12: Yes. E: So maybe there's strategies for during your head, like just "keep breathing" or "breathe deeply!" RP12: Ja. Maybe, um, just "and the instructions" - you that's what helped me. I read the instructions again then I said "oh, now I know what to do, now I can get straight to the task and do everything that I'm required to do, and then I did everything, and that's what gave me focus, and, not looking in different directions, daydreaming sort of, (laughs) ja. So, you just need to read the task over and then, take a deep breath and then start.	No, I wouldn't because if I was an assessor for a university, or some high school / business, I would think about these points in order to assess. So I think they meet the criteria.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to (do this Habit of Mind)? If so, how?				
RP12	Y	RP12: Yes it has, it has now broadened my understanding of thinking independently. I will now be able to work better in a group. This task has helped me.	Yes. As I said I would use these in future, like, next year, the year after, I will use these to, know what to do, and, I'll remember this, because now I know like, when you said "sometimes" - "sometimes" and I said "often" here, then I would know, oh, now I need to work on getting both "often" so then I know how...	Yes, it has because I think differently now about how I should start to attempt to take a responsible risk.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that this is the "right" answer here!				
RP12	Y	RP12: I disliked the fact that I had the answer but I didn't say it because I thought children were not allowed to use it. Other than that I really enjoyed it.	Not really. I thought it was quite helpful to just talk, without saying "oh that's wrong", or "that's right", just say what you think about what - how the task is. It would be nice if this was - happened all the time, like if you doing a task and you go up to a teacher and you tell her the opinion, or her the opinion and then they don't say "that's wrong", "that's right" and then - it's nice to just sit and, talk, your opinion.	Yes I disliked the truth and then exercise, because I wasn't really sure how to respond to it. But if I was sure, then I would have enjoyed it.
10. What have you learned from this process?				
RP12	Y	RP12: To think independently to involve others in your conversation and to think with each other not leaving anyone out. To work with others, and to think and listen with understanding and empathy. Think in a group.	(laughing) To strive for accuracy! E: Right - yes, you think you need to do better? RP12: Yes, in Striving for Accuracy. Um, I've learned that people have their different opinions and the way they assess you - some people might be biased to themselves and not honest to themselves. But, they don't want to know the truth. And now if you have these, then you know, "ah, this is the truth" and you just have to accept it and you just have to do better in what you have been marked. E: So maybe saying if there's three different types of assessment, the chances of finding the truth is - RP12: Better. E: Because different people have different ideas but where they - where they meet. RP12: Yes, and then you know the different opinions of what people think of you, and then you know "ah, now people think this of me and I think this is fine, now I need to work on this" and then you just have to not take it as, to, heart, but take it as you know, a learning experience, not like "Oh no, why did she mark me like this, and not like this?" and "That's not right, I did this right", you know?	To be open about my opinion and not be so shy. I think these "HOM" groups because it helps me to answer questions and I have grown I write knowledge about these skills and I think this is an opportunity for me to gain self-confidence.

Raw data combined: Genevieve [RP07] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Teacher Interview]	Striving for Accuracy [Self-reflection]	Taking Responsible Risks [Peer Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP07	N	Well, um (pause 2s) the one that you did for me and that I did for myself were both quite similar – well they were more similar than the one that I1 did for me. And, she even told me that she was being very kind, so – T: What do you think about that? RP07: Mmm, I don't really mind, cos I can see, like, how I marked it and how she did was very different. T: Do you think she – do you think she maybe felt awkward? RP07: Ja. Ja. And, no I was fine with it. But I would like to get everything in “often”. T: Yes (both laugh) – right!	RP07: I think that the rubrics are all similar, and I am happyish with my results. However, I do feel that all of them have similarities, and I disagree with some of them.	I consider the teacher's marking to be the right thing so I feel I marked myself wrong or maybe too harshly.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP07	N	Well the first two, are the same for all of them “listen to and accept feedback”, that was also the same for me and you, and also for I1. T: So everybody picked up on “offering feedback with kindness and respect” – I mean I think that says a lot. RP07: Ja. (pause – 1.5s) T: Ok, do you think there's a sense of rightness / there? RP07: Ja, ja, ja, I do.	RP07: I think all of the ones marked correct are the same	I think that they were all right, and the right place to tick. I agree with all of them.
3. Now look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP07	N	Mmmmm, well I would like them all to be in “often”, so I'll work on that. T: Do you think that you need to work on that, or do you think the assessment has been too harsh? RP07: Mmm, I think I do need to work on that. Although we didn't have a lot of time to do some of those things, like – and also there wasn't people who were hesitant to contribute, so I couldn't involve them in anything... T: Ok, in a way I must say I kind of disagree. RP07: Mm? T: I got the sense that sometimes RP10 wanted to say something /but that people – RP07: Ja, ja, I did as well. T: – bulldozed her a little bit, RP07: Mmm. T: Or interrupted, or maybe disregarded what she said sometimes RP07: Ja. I think for the torch. Ja, I think ja. T: I mean I think, there was even on stage – I don't think this involved you – when she wanted to say something and then she realised she needed to find her chips, and by the time she'd found the paper-clips, someone else was already saying something! RP07: Ja. Ja. (pause – 2.5s) Mmmmm, (pause – 3.5s) And then also “offer feedback with kindness and respect” and “acknowledge and appreciate the success” – I didn't do either of those. T: Yes – you think you didn't? RP07: Well, I didn't feel that there was a lot of feedback to be offered, but I could have said “well done” or something like that, so yes. T: Right, I mean, I think in the group it's very difficult to keep track of the conversation as it goes RP07: Ja. ja. T: But also – a lot of the time when people would say an idea people would go “No man, don't be stupid” or “But it has to have this” RP07: Ja. ja. T: So, in general I think the group, didn't have / kindness and respect I don't think they were ugly to each other but RP07: Ja, I agree. Ja. But there wasn't like – (sighs – struggling to express what she's thinking) T: No, but I understand there was a time limit as well RP07: Ja. (pause - 3s) Mmmmm-hummm... And also I didn't ask for feedback. But I don't know if anyone did. Uummmmm... (pause - 4s) T: Do you think you should've? RP07: Well... (pause 2 s) /Yes and no T: Or do you think the rubric is flawed? RP07: No, I don't think the rubric's flawed, but like, we could've asked, like we could've said an idea and said “what do you think about that”, and I don't think we did that. I didn't do that. T: Ja, I mean I think for me, watching from an outside perspective, you were very focused on the task RP07: Ok, ja. T: And you were very driven to get ideas in there, perhaps to the detriment of asking for people's opinion RP07: Ja, ja. (pause – 2s) So, instead of like asking for an opinion, I'd either like want to ask that question, or go on to another one that was probably more right.	RP07: I think it was because people think differently, and have different ideas.	I think that maybe I did not communicate what I feel 100%, so maybe the people did not understand what I think inside.
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: “ask her and see what she says. Write a summary of what she said and how you respond to that, below.”)				
RP07	N	Not really anymore because I know, and she told me that she was being very kind, so I don't feel that's very honest. So, I don't – so there's nothing for me to ask because that's not a real assessment. If you know what I mean T: So you think sometimes, um, emotions can get in the way of honesty, when it comes to assessment RP07: Ja, definitely. Cos it's very different and she told me that she was being very kind, and she wasn't being completely honest, so, I'm not angry for her doing that but I can't really judge myself by this one because it's not honest.	RP07: No, I understand everything she did	“You were willing to jump off a 10m board without thinking” I am a very daring person and I like to do things that cause excitement.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP07	N	Not really I think the only thing I wanted to know was, um, “be aware of those in the group who seem hesitant” or whatever T: You – you thought that one was maybe not applicable? RP07: Ja like I, er, I wasn't sure why it said “NA” and then there was a tick somewhere. But now I understand.	RP07: No, I understand everything she did.	No.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP07	N	I think I'm more used to working by my self, like, as it shows I find it hard to empathise with other people. In school we do a lot of projects on our own so I've gotten used to finding my own idea and going with that idea instead of getting from other people. But also sometimes people don't work very well with each other, and then I don't know what to do. But I think it was ok, but I need more practice.	RP07: (Thinking Interdependently) I think I did better than last time.	I am quite responsible when it comes to risk taking, even though I like taking risks. I think about the consequences.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP07	N	I don't think so, no. I think there – I think it's fine.	RP07: No, I think the rubric covers everything necessary.	No
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP07	N	Yes, definitely. Now I understand that I need to be aware of other people, actively aware. And I need to get more involved and empathise. And, say when people are doing a good job, and, be kind and respectful. T: Right, right, so taking responsibility for the morale of the group? RP07: Ja.	RP07: (The Habit) Yes, it taught me to always try harder, and to use different methods and to push the boundaries as I know them.	Yes, I must think before I do things.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!				
RP07	N	No. It was fine.	RP07: No, I enjoyed it very much.	No, I found everything interesting
10. What have you learned from this process?				
RP07	N	What I said before, that I need to involve and everything so, ja.	RP07: That to strive for accuracy I must follow all points of the rubric, and focus.	That it is good to plan before you do things.

Raw data combined: Carmen [RP02] reflections across 3 sessions

RP Code	HoM before?	Thinking Interdependently [Self-reflection]	Striving for Accuracy [Peer Interview]	Taking Responsible Risks [Teacher Interview]
1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?				
RP02	Y	RP02: Mine and my teacher results were way more similar than mp [my] peer, who marked me right for everything, when there are still some skills I need to work on.	RP02: I thought were much more accurate than my last rubric, there are more similar marking, and this time my marks improved.	They were quite different. Towards the end they got, more similar. About from 6 downwards they're all the same. But before that they vary. But I was happy because no-one ticked in the "not yet" box.
2. Take a look at any criteria on the rubrics where the three assessors have marked the same : what are your reactions or responses to those criteria?				
RP02	Y	RP02: They all marked the same for: Be willing to let go of one idea to pursue another, offer your unique interpretations. I think that these were all accurate.	RP02: 1. Request opportunities to improve upon your work 2. Experience dissatisfaction with incomplete or sloppy work 3. Attempt to meet or even surpass your standards. I was very happy to see I got the same marks as the other 2.	The first one was "recognise potential benefits or negative consequences" - umm, ja. I always do that, so... The next one was "challenge yourself to act - to act despite your skepticism" uuhm, Ja! (laughing) I do that a lot! T: Do you have skepticism? Because from - from both of the the things you spoke about this morning you sounded like you weren't afraid of anything RP02: I think I was, like, before, but like, I kind of matured in that sense, so, no not anymore. The next was "evaluate your decision making" Umm, ja. I'm quite good with that, seeing the after-effects and how it improved. The next one was "Take full responsibility for mistakes and look at them as rough drafts or misstep". Um, ja I make a lot of mistakes. Um but <i>(I wouldn't say)</i> they're a bad thing in my mind. Cos no-one's perfect. Everyone makes mistakes. If you make the mistakes more than like twice, then, it shows signs of insanity The last one was don't allow mistakes to prevent you from trying again. Ja I don't (laughs). Because I make a lot of mistakes, but I always keep on trying.
3. Now look at the parts where the criteria have been assessed differently - as you look through the list, what ideas do you have about why those criteria were assessed differently?				
RP02	Y	RP02: I think now that I think about it more, I agree with my teachers marks more.	RP02: I think I got maybe lower marks because I tried to be humble & not seem too arrogant, so that's why they differed.	The first one was "Strive as far as possible to create a safe environment". And both you and my peer marked "often", and I said "sometimes". Um, sometimes I'm not that safe in what I do, I just do it cos I want to do it. I think I'm leaning towards more my answer than yours and RP05's. T: Alright Umm, what I think - what struck me, was that you - you are so safe within yourself! Do you know what I mean? You don't need others to make things safe for you, um, because you, you're secure in who you are. RP02: Ja T: So, is that some you take your safety around with you. But, but yes, I think what you say is very valid, that sometimes that can lead to a false sense of safety - is that, am I understanding you right? RP02: Yes. Cos I feel so - safe with myself that I know I won't do anything wrong, but if I put myself in an environment that's not safe, it might not be my doing. Like for example, I mean, if I went to a party and there was like drugs there, I know I wouldn't do any drugs, but, putting myself in that environment there might be other people that would and potentially harm me. So I wouldn't really take that into consideration. T: Right. You're also quite trusting. RP02: Ja T: Ja. RP02: Ja I don't like to see the bad in people. (laughs) The next one was "Accept confusion and uncertainty" and, you marked "often" and both me and RP05 marked "sometimes". I think the reason RP05 marked me "sometimes" was because when I first told her about my presenting, I was really scared of failing, so maybe she took that into consideration - so, "sometimes". T: So, do you think that that um, the risk of failure is necessary? RP02: Ja. Ja definitely. I mean you can't do things and not expect failure, cos no-one's perfect. The next one was "be willing to try new strategies and techniques" and we all marked "often", so that was good. Ja. (laughs) And then after that, "plan and think carefully before taking a risk in any situation. And you marked "sometimes" and so did I. RP04 marked "often" (laughs) - ummm, which is, I don't think she was right, I think she should have marked "sometimes", because, I don't, I don't usually plan, like I'm quite good with afterwards, but planning before I just kind of wanna do it and I'm really optimistic about the results and sometimes I just kind of make myself say that the pros are more than the cons, so, I don't think it's very good planning. T: Do you have a gut feeling that you trust? Or. RP02: Ja. Ja I trust myself a lot in some situations. And usually it turns out to be alright. I can't think of anything that hasn't been good. T: But you couldn't say definitely that you plan? RP02: Ja. Ja. But I don't like, never plan, so it's not like "not yet".
4. Would you like to ask your partner who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her? (for peer interview: "ask her and see what she says. Write a summary of what she said and how you respond to that, below.")				
RP02	Y	RP02: Well, I marked myself as "not yet" for the block "ask other people for feedback..." and so did my teacher so I'm just a bit confused as to why my peer marked "often".	RP02: I didn't have any questions for her, I agreed totally with her marking.	I think she - well I wouldn't really ask her anything but I think she was a bit too, um, nice to me. She should have put some ticks in the "sometimes" box.
5. Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?				
RP02	Y	RP02: No, I think her marks are way more accurate than mine and my peer.	RP02: No, probably this answer is <i>(I didn't have any questions for her, I agreed totally with her marking.)</i>	No.
6. What do you think now about how you personally went about [this Habit of Mind]?				
RP02	Y	RP02: I think I didn't do too badly but I must learn to concentrate on it and double check.	(Striving for Accuracy) RP02: Well, I think I could do everything in my power to answer the questions i.e. asking my peer, teacher & using all the available resources.	I think, I should probably plan more. Not that it's failed me before not planning, but um you never know, something could possibly happen and it's better to have - to be safe, so I should probably plan more T: Maybe with more mature risks, as you get older and it's not so much about fun things but, you know, where do I buy a house? RP02: Jjaa. T: Those are things you really need to plan for... And then I think I'm going to try make my environments more safe. Like I said I trust myself but it's hard [not ideal] to always put your trust in other people.
7. Would you like to make any changes to the rubric, as a result of this conversation? If yes, what changes would you like to make?				
RP02	Y	RP02: Make my answers more or less the same to my teachers.	RP02: No changes needed AFTER the conversation.	Well maybe you should add in "Would you take the risk again?" - (mumbling) it's not really... T: Oh. Do you think that doesn't come into um, "not allowing your mistakes to prevent you from trying again"? Because it's not always a <i>mistake</i>? RP02: Ja. I think... (pause 2.5s) Ja. It's not always a mistake so sometimes you can't, ja... T: So maybe that one could be changed to, um: "Don't allow the <i>outcome</i> of the risk to prevent you from trying again" or "Learn from the <i>experience</i>, and don't be afraid to try again" So that it doesn't only assume that you've made mistakes RP02: Mistakes ja.
8. Has this process of assessment, and this conversation, helped you to better understand what it means to [do this Habit of Mind]? If so, how?				
RP02	Y	RP02: I think I knew a lot about the habit I just didn't really apply it, and this assessment made me apply it.	(Striving for Accuracy) RP02: I don't think it made me better understand it, because I already knew that, I think it just helped me apply the rules better.	Ja. I think so. I always took risks but they weren't always that responsible. I don't think I always took responsible risks, I just took them, just cos it may be fun to do. So maybe I can, now that I'm getting older, I can start thinking of what risks are important to take and what aren't so important to take, and not take all of them. T: Mmm. And where the line is between responsible and irresponsible! But also without overthinking and becoming overly cautious RP02: Ja. Cos I wouldn't want to let go of the part of me that is, like, really out there and, I really do like taking risks.
9. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the "right" answer here?				
RP02	Y	RP02: No it was fun and I liked my group.	RP02: No, this was my favourite task -)	I wish that we could've done the actual truth and the dare. T: I think that the reason that I didn't was because I certainly didn't want to make anyone feel uncomfortable, um, but but ja I think if we'd had more time that would have been something I would have liked to do too. RP02: Cos I don't think people talk and then they don't really follow with their actions. You're like "Ja, I'll do it", but they wouldn't really do it. (laughing) I don't really like that much writing down stuff. I think it's better when you ask me the questions and I just talk about it, cos it's so much easier for me to talk about it. When I'm writing I wouldn't be able to say "umm umm or uh..." I think when, when someone's actually asked me the questions I think about it more, and in a logical sense than when I'm actually writing it down. Cos when I'm writing it down I just kind of want it to look ok This session has been better, just in the way that it was structured. We really did all say our strong opinions and people just didn't say things. I think it made me a bit more cognizant of what risks to take and maybe it was just focused more on being the Risk-session. If it was a different topic, I think I also would have liked it. So I think it was the way it was done.
10. What have you learned from this process?				
RP02	Y	RP02: I think I should take a careful look at my own assessing, when it comes to myself and to think it logically.	RP02: Desmond Tutu is 88 years old -> & How to better apply my striving for accuracy rules.	I've learned to really think about the Habits of Mind. I mean before, I kind of knew them, like I knew that Finding Humour is good, but I didn't really know what they meant, before we started this process... But even before Junior School I knew what would make you successful, um, and what wouldn't. And I think that's not bad but we've gone into further detail it's, it's made things a bit more clearer and how to evaluate yourself. I think for HoM, people would like it if we did this, but it's a pity because you won't be able to talk to people like individually like this - cos there won't be time! I mean we only see you like one hour every ten day cycle. T: And in terms of the three different assessments? RP02: I think it made me really think about what I was putting down, and I wasn't being over-confident but I also wasn't being like trying to be - what's the word - underconfident? Ja. So it makes you just think about it and not see yourself as being cocky or arrogant but also not see yourself as just being perfect. Ja.

APPENDIX C: DETAILS OF LESSON PLANNING AND ASSESSMENT MEETINGS

I am one of six teachers of HoM in the school and we collectively create the curriculum for the year. In 2013, for grade 8, the timetable set four 75 minute lessons for HoM. In the first lesson we presented an overview and introduction to the Habits, and in the following three lessons, we looked intensely at one Habit per lesson. We discussed the definitions of each Habit and explored the behaviours associated with the Habit through exercises and by examining a pre-conceived rubric by which competence in this Habit could be measured. Although Costa and Kallick (2000) suggest that rubrics be drawn up collaboratively with pupils, my fellow Grade 8 HoM teachers and I decided that due to heavy time-constraints, it would be better to have a pre-conceived rubric to reflect on with our classes than to draw one up with them from scratch. We also felt that the learners' understanding of the Habits would not be clearly enough defined in these early stages for them spontaneously to generate meaningful assessment criteria of the Habits. Furthermore, and most importantly, for the purposes of my study I needed rubrics which were robust, carefully considered, and derived directly from the literature on HoM, to minimise the effect of subjectivity on the quality of the rubric. Thus it was decided that *I* would generate rubrics, which we would then use in our HoM classes. All criteria on the rubrics came directly out of various theorists' writings about these particular Habits, prioritising the “indicators of achievement” described in Costa and Kallick (2000. Chapter 1: “Defining Indicators of Achievement”), and then drawing from Costa and Kallick (2009) and Boyes and Watts (2009). In line with Costa and Kallick (2000), I ensured that criteria on these rubrics were positively-stated and observable. I present these rubrics in my more detailed discussions of the classes and assessment meetings, below. I have included the draft rubrics as Appendix D, so give a clearer indication of the links between the rubrics and the literature. It should be noted that all of the HoM teachers teach the lessons separately and I was the only teacher doing any assessment.

3.4.1 Thinking Interdependently

3.4.1.1 *Thinking Interdependently lesson*

Introductory exercise and discussion

The Thinking Interdependently lesson began with the Drama game, “Making Monsters”. In this

game, learners work in groups of approximately 5 to combine their bodies into a creature which is able to travel. They are given a list of body parts which are allowed to touch the floor, and all of those body parts, and no others, need to touch the floor. The list I used for the lesson, for groups of 5, was: “2 bum-cheeks; four hands; five feet; 1 back”. In this game, pupils end up having to carry, push or pull each other across the space, and need to be willing to get themselves into uncomfortable or strange positions in order to meet the requirements of the game, and ultimately ensure their team's success. I have always found this to be a most effective game for teaching pupils to work together, take risks and think flexibly. The interdependence required by the game, balanced with the humour that the game creates, makes it a useful bonding exercise as well, which was good because the members of the class were still relatively new to each other at this stage. Furthermore, I felt, in my planning, that a fun exercise such as this would break the negativity with which many pupils approach the idea of 'group work'. We followed this exercise with a brief discussion about how the learners experienced the Making Monsters game; how their groups fared and what they had learned about group work from the exercise.

Main activity

The main activity required learners to solve a tough riddle in groups. The riddle I used was: “*Something very extraordinary happened on the 6th of May, 1978 at thirty-four minutes past twelve. What was it?*”¹ I incorporated the *Talking Chips*² technique, in which participants in a group situation get a certain amount of tokens (talking chips), and each time they contribute to the conversation, they need to relinquish one talking chip. Learners should aim to use all of their talking chips (encouraging the shy learners to contribute), and once they have used all of their chips, they can no longer contribute to the conversation (encouraging the more talkative learners to hold back). We used paperclips – a different colour for each participant. This technique made learners hyper-aware of the relative quantities of their own and others' participation in the discussion, and it forced them to listen carefully to each other, so as to use their limited turns well.

Reflection on the rubric

The groups spent much longer on this exercise than I had anticipated, and I could not wait for all groups to reach the correct answer. We discussed the answer briefly as a class, and then I handed out the Thinking Interdependently rubric which I had compiled. Here is the Thinking Interdependently rubric:

1 The answer to the riddle is that the time and date could have been written as 12:34 5/6/78.

2 *Talking Chips* is a strategy from “HITS and HOTS: High Impact Teaching Strategies and Higher Order Thinking Skills” - a programme developed by Toni Noble in 2010.

Thinking Interdependently Rubric			
	Often	Sometimes	Not yet
The goal / task (the bigger picture)			
1. Stay focused on the goal or task			
2. Devote your energy to enhancing the group's resourcefulness			
3. Be willing to let go of one idea to pursue someone else's idea			
Others' contributions			
4. Set aside your own ego to serve others: put others before yourself			
5. Seek to understand how others are thinking, by asking questions, and by listening effectively			
6. Be aware of those in the group who seem hesitant to contribute, or who cannot seem to get a word in, and actively and deliberately involve them in group discussions			
7. Take responsibility for monitoring the equality of all members' participation (all members in the group need to take this responsibility)			
8. Learn from and be inspired by the great ideas of the other members of your group			
Your contributions			
9. Build on other people's ideas			
10. Contribute your unique interpretations and hypothesis to the group discussion			
Dynamic Feedback			
11. Ask other people for feedback on your own ideas, or for their opinions			
12. Listen to and accept feedback on your ideas as being necessary and constructive for the group task, not as a personal attack			
13. Offer feedback with kindness and respect			
14. Acknowledge and appreciate the successes, achievements and talents of others			

In my original lesson plan, there were some further activities planned after the rubric reflection, but we ran out of time at about this point. In fact, I barely got to read through the rubric with my class before the bell sounded the end of the lesson, and so I asked them to reflect on the rubric for homework. I therefore had no input on the rubric from my class.

3.4.1.2 Assessment Meeting 1 (Thinking Interdependently)

For the Thinking Interdependently assessment task, I decided to re-use the idea of riddles and Talking Chips. For this task, participants worked in their three groups of four (A, B and C).

Part 1: 20 Questions

Participants' first task as a group was to correctly deduce an object I was thinking of by asking me

only 20 questions. This was quite similar to the riddle-solving exercise they had done in groups in the Thinking Interdependently lesson, except that in this case, the number of guesses the group could use was constrained. This meant that as a group they needed to discuss hypotheses, as well as come to consensus as a group regarding what questions they would ask me: it would be to the group's disadvantage if someone used up one of the group's questions without asking everyone first. Thus, the task necessitated discussion, hypothesising (i.e. contributing their individual ideas to the group) as well as the skills of compromising and coming to consensus.

2. Riddle

If groups finished with the 20 Questions task, I had a riddle for the group to tackle as well, which necessitated making use of each others' unique perspectives, as well as forming their own unique ideas. The riddle I used (for Group A, the only group which finished the 20 Questions task) was:

A man and his wife are going to a certain place. They drive in a car and halfway run out of gas. The man tells his wife to lock the door and scroll up the window while he is gone. When he comes back his wife is dead there is a pool of blood beside her and a stranger in the car. Who is this stranger; how did s/he get into the car, and how did the wife die?³

Both of these tasks together would give participants ample opportunity to demonstrate their ability to Think Interdependently. I decided also to incorporate *Talking Chips*, as we had done in the lesson. I modified this technique slightly, and gave the participants unlimited talking chips, but each participant still had a different colour. At the end of the task, we counted up how many paperclips each participant had put down, and in this way they became aware – albeit in retrospect – of how equal/unequal the participants' contributions had been.

Before the task, I went through the Thinking Interdependently rubric (see above) with the whole group of 12 participants. No-one felt the need to add to or modify the rubric, so it was left as-is for all groups. However, after each group had completed the task, we looked through the rubric and crossed out any criteria which we felt were 'not applicable'. This differed slightly for each group. For example, a criterion which required participants to actively include reticent group members was clearly not applicable in groups in which no one was reticent, and everybody contributed fairly equally of their own accord. Once we had gone through the rubric reflection together, participants in groups A and B went outside to wait until it was their group's turn. I had warned them in advance to bring any homework they had to do to use their time.

3 The answer to this riddle is that his wife died in labour in the car, and the stranger is the baby.

Group C was first. All members of the group engaged enthusiastically with the '20 Questions' task – for which they needed to establish that I was thinking of cheerleader pom-poms. Unfortunately, the gusto with which they approached the task meant that their feedback to one another was at times ill-considered and disrespectful (from my perspective). I marked many of the group members down on the thoughtlessness with which they gave feedback to their peers. I was surprised that this communication style did not deter anyone in the group, and everyone participated in the group discussion equally – there was no need for any of the group members to encourage the participation of others. Thus, at the end of the task, we crossed out criteria 6 and 7 on the rubric as non-applicable. Furthermore, since the group was unsuccessful in the 20 Questions task, we decided to cross out criteria 14 as being non-applicable as well.

The members of Group B (who were second) were all extremely reluctant to contribute to the group task. Long periods of silence characterised their approach, as they sat and thought independently, too shy to put forward ideas to the group. Lesego (from Group B) was absent, so a member of Group C, Carmen, stepped in as Parvani's partner. Perhaps this influenced the group dynamic, although the groups were still so new at this stage that I suspect the presence of a participant from another group was not the problem. Carmen expressed her surprise to the group about how different their session was to Group C's. On the one hand, perhaps it put the members of Group B off to be compared to another group. On the other hand, I think it was necessary for them to hear this, so that they realised that there were alternatives to their own (non-)approach to the task. I gave the group many clues to make the task more accessible to them and encourage a bit more participation. I had in my mind a car bolster-seat (for infants and children). Slowly the group members began to get involved, but their communication as a group was minimal. Because this group, too, were unsuccessful in the task, we crossed out criteria #14 as being 'non-applicable'. All other criteria remained applicable, because, unlike Group C, *everybody* in the group had been reluctant to contribute, and no-one in the group had really stepped up to the task of actively including anyone (even themselves) in the task.

Group A was last, and very interesting in terms of their group dynamic. One of the members of the group, Jordan, was extremely quiet for most of the time. The other members of the group chattered and argued amongst themselves, largely oblivious to Jordan's lack of participation. When Jordan did contribute something, her comments were generally ignored or dismissed. At one stage, she started to share an idea with the others, but she stopped herself because she remembered she needed to put

a paperclip down (she said this aloud - “Oh, I need a paperclip”). She looked down to get a paperclip and by the time she had a paperclip to accompany her contribution, another group member had already changed the subject, and they were engaged in a new discussion. Perhaps the participants did not notice these social dynamics, but they were obvious to me. It was Jordan who guessed the object that I had in my mind (which was a torch – a flashlight). She asked her group if she could use one of the group's 20 questions to ask me if I was thinking of a torch, and her peers denied her request, convinced that this would be a waste of a question. Of course, listening to their conversation, I was extremely surprised at how Jordan was sidelined and her idea rejected. After a few minutes, one of the other members of the group decided simply to ask me if I was thinking of a torch, and of course she, then, got the correct answer. The group were very excited, and even Jordan celebrated in her own little world, no doubt very pleased that she had thought of the correct answer. I was surprised that she didn't berate the group about this, with an “I told you so”. She was quite happy to celebrate her victory privately. No-one else in the group even thought for a moment to congratulate Jordan. Having got the answer correct, the group could move on to the riddle, which they tackled unsuccessfully for the remainder of their time. When we reviewed the rubric after the task, I did not feel that any of the criteria needed to be considered 'non-applicable', and no-one mentioned that they thought one or more of the criteria should be considered so. However, in the teacher interviews which followed their task, many of them thought that criteria #6 and #7 (criteria about all members contributing equally) should be 'non-applicable', and they were surprised that I had assessed them only “sometimes” for these. I, in turn, was surprised that members of the group truly had not been aware of the social dynamics which had been so noticeable to me. This, then, became a focus within the teacher interviews, and functioned as a key site for learning to occur within these interviews.

3.4.2 Striving for Accuracy:

3.4.2.1 Striving for Accuracy lesson

Introductory exercise and discussion

The Striving for Accuracy began with a physical illustration: I stood about 15m from a box, and attempted to throw a beanbag into the box, to demonstrate certain principles of the Habit. I got the idea of this from Boyes and Watts (2009), who use the example of throwing darts at a dartboard to illustrate the Habit. The class watched and gave me feedback on how to improve my accuracy. My first throw happened with my eyes closed (to demonstrate that if we do not know what we are

aiming for, we are unlikely to be accurate); my second throw happened with eyes open, actually aiming. For my third throw, I recruited someone from the class to stand near the box and give me feedback on how I was aiming, to demonstrate the role that feedback from others can play in Striving for Accuracy. We then discussed what I could do to improve my accuracy, and to *guarantee the repeatability* of an accurate throw. I felt it important for the class to understand accuracy and striving as two different concepts, and that in order for accuracy to be more than simply luck, a methodical approach to the task is required.

Main activity

After this exercise, learners divided themselves into groups of 3 or 4, and were given the task of proofreading an article about the school itself, which was littered with inaccuracies (including grammatical, spelling and factual errors). First, I gave the groups 5 minutes to brainstorm *ways to check the accuracy* of the article (e.g. check the school's website, ask the teacher who has been there longest, phone their past-pupil relatives, read the signboards within the school, etc). This was to encourage them to plan and think carefully so that the approach they employed could be methodical and thorough (instead of just trying to check everything on the internet, which would not have worked). I asked some groups to read their lists out to the class, so that ideas and inspirations were shared.

I gave the learners a few restrictions before being sent out to seek accurate information, to prevent chaos from prevailing when they were let out of the classroom: first, told them that they may not go into any teacher's class if they could see the teacher was busy with a lesson. Secondly, if they encountered a teacher whom they thought could help them, they needed to ask if this was an appropriate time to ask a question. 15 minutes was allocated to the exercise of actually checking and correcting the article, to allow some time for discussion afterwards as well.

Final discussion and reflection on the rubric

When all girls were back in class with their proposed corrections, the groups reported back on the errors that they found, as well as *how* they discovered the errors, or how they knew what the corrected version should be. Then, I talked the class through any errors that no groups picked up. Finally, we discussed *why* it is important to question the things they read (with a view to exposing the need for critical reading in the information age). At this point, we reflected on the rubric in light of their endeavours, as a way of ending off and summing up what they had learned during the lesson. Here is the rubric I constructed:

Striving for Accuracy and Precision Rubric			
	Often	Sometimes	Not yet
1. Make sure you know what the directions / instructions mean before you begin			
2. Plan your steps (determine <i>how</i> you will go about completing a task, in order that the outcome be as accurate and precise as possible)			
3. Check your work again and again! Use multiple methods to check your work.			
4. Ask others for feedback and correction (perhaps employing the “three before me” strategy)			
5. Establish standards of excellence (what does the rubric say? What does the exemplar look like? What are you aiming to end up with?)			
6. Attempt to meet, or even surpass, your standards of excellence. Aim for higher than the average.			
7. Experience / express dissatisfaction with incomplete or sloppy work			
8. Request opportunities to improve upon your work			
9. Write not only your answer but also your working out, so that you can go back and check your method			
10. Learn from mistakes to avoid making them again			

Again, we had very little time to go through and discuss the rubric, and I suspect that the learners were reluctant to engage with the rubric reflection because the lesson was almost over. There were no suggested alterations, additions or omissions.

3.4.2.2 Assessment Meeting 2 (Striving for Accuracy)

For the Striving for Accuracy assessment task, participants worked with their partners to proofread and edit two news articles – one article per participant (see Appendices xx and xx). Next, they were to use the words which they had corrected in these articles to complete a crossword (see Appendix xx). A few of the words for the crossword were not to be drawn from their articles, but required the participants to seek this information in the space around them. For example, as a register teacher, I have a list of the birthdays of girls in my register class. One of the crossword clues was “When is Bulalane's birthday?”. Below is a copy of the completed crossword which the participants needed to arrive at. All clues except for 8 and 15 Across and 5 Down came from the texts which the participants needed to edit. The remaining three needed to be deduced from the space of the Drama classroom, in which their task took place. This was to provide opportunities for participants to demonstrate ability with the following criteria from the rubric: “Use multiple methods to check your work”, “Plan your steps” and “Establish standards of excellence”.

Habits of Mind Assessment Research

7 April 2013: Striving for Accuracy Task – Text 1

1. You are the editor of a weekly newspaper, going to print later today. You have been given the current news story below to proofread before you can sign it off. While it is technically your journalists responsibility to make sure their articles are grammatically correct, spelled correctly and factually accurate, it will come down on *your* head if the articles dont meet these criteria. Use your ability to strive for accuracy in order to make sure that this article is 100% accurate.

Balloon bloke almost ready to float

Matt Silver-Vallance has tweeted that he is almost ready for his attempt to soar from Robben Island to the mainland using helium filled balloons.

But foggy and icy whether conditions are prevailing along the Table Bay shoreline, ahead of the trip later on Saturday.

A South African Navy Vessel on Saturday morning set sail from Table Bay harbour to lend support to Silver-Vallance.

The even is being tweeted from Silver-Vallance's account, [@balloonbloke](#).

South Africa-born Silver-Vallance is trying to raise money for the building of the Nelson Mandela children's prison. He will use 200 helium filled balloons to try and pull off his mission.

In a Twitter post from 6 April, Silver-Vallance says: "I have decided not to go ahead and will be cancelling the trip".

A team of 25 people started the inflation process at 3am on Sunday morning.

The balloons are 15m in diameter, which organisers say is 12 storeys high. Silver-Vallance's flying time from the island to the mainland shore at Bloubergstrand is expected to be up to 1 day.

It is believed several of his balloons have already burst, but organisers still think the daring mission will go ahead.

Habits of Mind Assessment Research

7 April 2013: Striving for Accuracy Task – Text 2

1. You are the editor of a weekly newspaper, going to print later today. You have been given the current news story below to proofread before you can sign it off. While it is technically your journalists responsibility to make sure their articles are grammatically correct, spelled correctly and factually accurate, it will come down on *your* head if the articles dont meet these criteria. Use your ability to strive for accuracy in order to make sure that this article is 100% accurate.

Archbishop Desmond Tutu wins £1.1m Templeton Prize

Archbishop Desmond Tutu has won the £1.1m (\$1.6m) Templeton Prize for "affirming life's spiritual dimension".

Organisers said he was awarded the 2013 prize for his lifelong work advancing spiritual principles such as love and forgiveness that have helps to liberate people around the world.

The former Anglican archbishop of cape town joins a distinguished group of 42 previous recipients.

Archbishop Tutu will receive the prize at the Guildhall in London on 21 May.

The 99-year-old veteran peace campaigner said: "When you are in a crowd and you stand out from the crowd it's usually because you are being carried on the shoulders of others.

"I want to acknowledge all the wonderful people who accepted me as their leader at home and so to accept this prize in a representative capacity."

'Innate humanity'

The Templeton Prize has for the past 40 years been the world's largest annual monetary award given to an individual.

It celebrates "a living person who has made an exceptional contribution to affirming life's spiritual dimension, whether through insight, discovery, or practical works".

Last year's Templeton Prize Laureate was Tibetan Buddhist spiritual leader, the Dalai Lama.

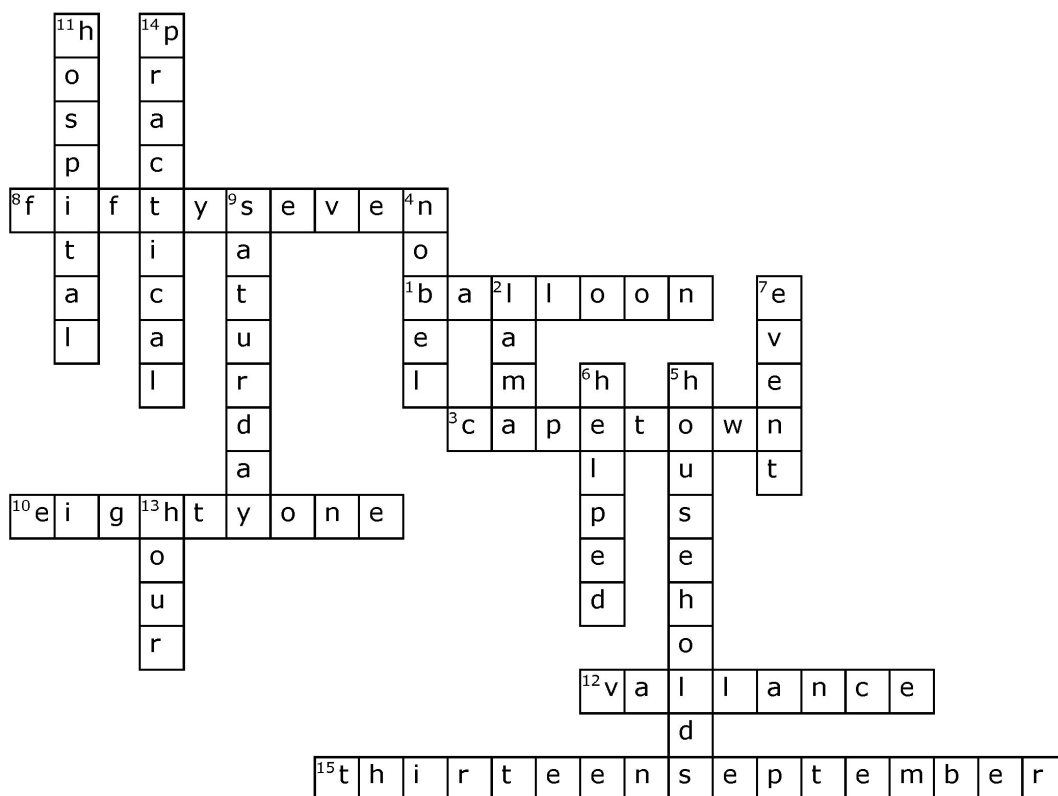
The prize was founded in 1972 by the late global investor and philanthropist Sir John Templeton.

Dr John M Templeton Jr said: "By embracing such universal concepts of the image of God within each person, Desmond Tutu also demonstrates how the innate humanity within each of us is intrinsically tied to the humanity between all peoples."

Last year Archbishop Tutu was awarded \$1m (£620,000) by the London-based Mo Ibrahim Foundation for Africa for "speaking truth to power".

He won the Nobel Peace Prize in 1968 for his campaign against apartheid in South Africa.

2. Next, complete the cross-word below. The answers to the last three clues are in the space around you. The last five clues are all of the **corrected words** from the newspaper articles which each of you had to correct (the crossword is numbered A 1 – A7 and B8 – B13; fill in the corrected words in the order in which they appear in the article (note, only single words are eligible for the crossword; if you changed a whole paragraph, or a punctuation mark, do not include this in the crossword). Numbers should be written as words.



Across:

1. A1 (balloon)
3. B2 (capetown)
8. How many window panes are there in the Drama Room? (fiftyseven)
10. B3 (eightyone)
12. A4 (vallance)
15. When is [redacted]'s [redacted] birthday? (thirteenseptember)

Down:

2. B5 (lama)
4. B6 (nobel)
5. What is the second spoken word of Romeo and Juliet? (households)
6. B1 (helped)
7. A2 (event)
9. A5 (saturday)
11. A3 (hospital)
13. A6 (hour)
14. B4 (practical)

Three people were absent for this session: Ayesha, Drishya and Carmen. I organised that Carmen and Andrea would do the task during a break-time in the following school week, and that Ayesha and Drishya would do the same. Carmen and Andrea were partners, but Drishya and Ayesha were

not. This meant that none of the participants in Group A were able to work with their established partners for this task.

I had learned from the Thinking Interdependently session that it was not useful for all participants to arrive at the same time, only to have some participants waiting around for long periods of time with nothing to do before their turn. So, for the Striving for Accuracy session, I staggered the participants' starting times so that the two pairs in Group C met first and were finished – free to go home – by the time the Group A girls arrived. Group A was finished by the time the Group B girls arrived. The first pair from Group B arrived about 1 hour before the second pair, so that they had time to do their task and then both of their teacher interviews before the second pair arrived. I felt that this was much more manageable, both for me and for the participants.

However, this arrangement did mean that we were unable to go through the rubric all together on the day of the assessment meeting. I called the participants to a meeting at lunch-time on the Friday before our assessment meeting on Sunday, in order to go through the rubric all together but, unfortunately, only 5 participants arrived for this meeting, so we were still unable to go through the rubric as a whole group. Thus, on the day of the task, I set aside a few minutes to go through the rubric with each pair before they did their task. I found that, in fact, there was much more engagement with the rubric on the whole this time around. Perhaps that was because they had done this exercise once before and, from the Thinking Interdependently session, they had a better understanding of how to work with a rubric. It could also have been that the intimacy of pairs, compared to a group of 12, made them more willing to offer their thoughts. We all started out with the same rubric we had gone through in class (see above). Participants added criteria such as “Make the task valuable for yourself”, “Always approach the task with a fresh brain/clear head”, “When working as a group, make sure to listen to others' ideas”, and “Be critical and question everything”. Once groups had completed the task, we went through the rubric again to see if there were any criteria which were not relevant to this particular task. We decided to cross out Criteria #9, as it was not relevant to correcting grammar. We also crossed out #10, as the task did not allow participants an opportunity to act on anything they had learned through the experience.

In preparation for the task, I had placed a number of items strategically around the room to assist participants with a self-directed quest for the crossword answers: I logged in to the classroom computer for access to the internet, and I also placed my laptop on the table at which the participants were working, with the Google webpage open. I placed a formidable dictionary on the

table, and I had placed a copy of *Romeo and Juliet* on the periphery of the classroom, but clearly visible to the participants. Every group needed a hint from me that they could use anything in the space around them to help them answer the crossword. I asked the participants at the beginning of their task (once we had gone through the rubric and their task) to try to think aloud, so that both they and their partner and I had more insight into what they were thinking. Many of them didn't – in retrospect I realised that this is potentially quite an embarrassing thing to do. We don't often place enough value on the process of thinking – our society values neat, organised conclusions rather than disorganised musings. The Habits of Mind speak directly to the process of thinking, and the process of bettering thinking. Nevertheless, it was no doubt difficult for many of the participants to speak through their thought process aloud.

3.4.3 Taking Responsible Risks

3.4.3.1 Taking Responsible Risks lesson

Introductory exercise and discussion

As before, I used my Drama teaching experience to devise an embodied introductory task. As both a social and self-revealing art form, Drama often makes use of trust exercises to establish rapport between actors in a cast, or participants in a class. So, I brought in some of the trust exercises I have encountered in my Drama studies over the years. The introductory exercise was a series of trust exercises using blindfolds:

One partner is blindfolded (A) and the other can see (B).

Variation 1: B leads the A around a big open space, by holding their arm or elbow. B should be sensitive to how much A trusts them, and increase the pace of the travelling as they feel A's trust increasing, ultimately working towards a blindfolded jog around the space.

Variation 2: Without touching A at all, B guides A through the space using only their voice. This requires greater trust on the part of A (incidentally, it also requires a good deal of Thinking and Communicating with Clarity and Precision on the part of B).

Variation 3: A, still blindfolded, moves through the space with complete autonomy, unprompted and unguided by B. If B sees that the A is heading for trouble, B must warn A and guide them out of the trouble.

After all three variations were complete, participants swapped so that B became the blindfolded

one, and the trust exercises were repeated with A leading. Although time-consuming, this introductory exercise demonstrated well the concepts on the rubric, which I handed out at this point.

Reflection on the rubric

We read through the rubric together and I invited learners to comment on their experiences in light of the rubric's criteria (or vice versa). Here is the rubric I put together:

Taking Responsible Risks Rubric			
	Often	Sometimes	Not yet
1. Strive, as far as possible, to create an environment which is safe, free from judgment and accepting of all ideas, differences and points of view			
2. Accept confusion, uncertainty and the risk of failure as necessary, challenging and rewarding			
3. Be willing to try new strategies, techniques, ideas and hypotheses			
4. Familiarise yourself with the circumstances of the challenge or decision to be made			
5. Plan and think carefully before taking risks in any situation			
6. Recognise potential benefits or negative consequences which may result from making a decision, as well as potential consequences which may be unlikely or unexpected			
7. Challenge yourself to act despite your skepticism, when appropriate			
8. Evaluate your decision-making			
9. Take full responsibility for mistakes, and look at them as rough drafts or missteps			
10. Don't allow mistakes to prevent you from trying again			

Discussion and Main activity

Leading on from the final point on the rubric, we moved on to the topic of mistakes⁴. I had

4 Originally, the third Habit of Mind we were going to cover was Managing Impulsivity, but after six months of getting to know the grade 8's, the other HoM teachers and I agreed that Managing Impulsivity would be an inappropriate Habit to focus on: the grade as a whole was characterised by an unusual reticence. In the school in which this study took place, grade 8 is the first year of high school, and the high school and Junior school are very different in nature. It is likely that this group of grade 8's were taking longer than usual to develop confidence in their new environment. Nevertheless, this group's unresponsiveness was unusual, and many of the subject teachers in the school had noted with frustration that they struggled to get any of the grade 8's to participate in anything at all. The learners seldom answered questions in class (even more seldom did they ask questions); they offered minimal response in class, which had many a teacher attempting circus tricks just to get a reaction – a smile, a laugh, a nod, some indication of acknowledgement – from the sea of blank faces which was the norm across the grade. So, it was for this reason that we decided not to do Managing Impulsivity and introduce the learners to the idea of taking risks, in the hopes that this be the encouragement they needed to start giving of themselves more freely in lessons. We theorised that perhaps the girls were perhaps too afraid of saying the “wrong” thing, or making a mistake, and so they avoided this by saying nothing at all. This was why we felt the need to incorporate a section on the importance of making mistakes.

developed a worksheet called “Making (friends with) Mistakes”. We chatted briefly about how we define a “mistake”, and how, viewed differently, mistakes offer valuable learning opportunities. Then I handed out the worksheet and gave the learners 10 – 15 minutes to complete it on their own.

LV Habits of Mind: Taking Responsible Risks

MAKING (friends with) MISTAKES

1. Describe one mistake that you made recently: _____

2. How did you react to the mistake? _____

3. Thinking back, did the mistake present any opportunities which you missed, or didn't recognise?

4. How could you have reacted differently to the mistake? _____

5. It is important that you remember that you are human, and that mistakes are a part of life. You should not avoid challenging yourself for fear of making mistakes. Please **write a letter to yourself** in which you **forgive yourself** for being fallible, and **give yourself permission** to take risks even if that requires making mistakes.

Afterwards, I collected in these worksheets with just enough time to hand out and discuss their homework with them. Their homework was another worksheet I had drawn up for them, to encourage them to recognise everyday risks and build risks into their daily lives. It was called “Take a Risk Every Day!”, and they were to write a brief reflection on daily risks every day for a week.

LV Habits of Mind: Taking Responsible Risks

TAKE A RISK EVERY DAY!

Name: _____

Date: _____

1. Describe one risk you took today: _____

2. What were the pros of taking the risk? _____

3. What were the cons of taking the risk? _____

4. What made you decide to take the risk? _____

5. Do you think that the risk was 'responsible'? If so, why? If not, why not? _____

6. How did you feel while taking the risk? _____

7. What was the outcome of your actions (i.e. how did it go)? _____

8. Will you take a risk like this again? If so, why? If not, why not? _____

Assessment Meeting 3 (Taking Responsible Risks)

There were a number of factors which led to the decision to structure the Taking Responsible Risks assessment task as a *conversation* involving all four group members. Firstly, some criteria on the Taking Responsible Risks rubric are much easier to report on than to clearly observe (for example: “Plan and think carefully before taking risks in any situation”; “Recognise potential benefits or negative consequences which may result from making a decision, as well as potential consequences which may be unlikely or unexpected” and “Evaluate your decision making”). Secondly, the last criterion (“Don't let your mistakes prevent you from trying again”) requires that sufficient time has passed since the risk to allow for an opportunity to do it again. It would therefore save time and be easier for participants to reflect on a risk they had recently taken, than to spend the session actually taking risks (e.g. diving off the diving board). And thirdly, in order to tie in with the lesson, I structured the task to follow the same format as the “Take a Risk Every Day!” worksheet. The worksheet was designed to marry quite closely with the Taking Responsible Risks outcomes as they appeared on the rubric (above).

The decision, then, was that the participants in my study would receive back their worksheets on the day of the assessment meeting, and each of them would have to choose one of the risks they described on their worksheet and reflect on it in retrospect, which would also provide them with an opportunity to report whether they had attempted the risk again. However, only about half of my research girls handed in their worksheets, and, as we were in the period of examinations, it was difficult for me to follow up with those whose worksheets I was missing. So, I modified my plan slightly. I decided to ask everyone in the group to think of and reflect on a risk they had taken at some point over the last few months, and, in essence, answer the worksheet questions again.

I also decided to incorporate a second exercise into the assessment session, which I had left out of the lesson due to time constraints: a game of “Truth or Dare”. In this version of truth or dare, the pupils wouldn't be expected to *tell* their truth or *do* the dare; they simply had to reflect aloud on the pros and cons of doing so, on what 'the worst that could happen' would be, and on whether, having considered it like this, they would or would not go ahead with the truth or dare challenge. I felt that it was important to include this in the research session because I wanted to see how they responded to unforeseen challenges in the moment, to more accurately gauge their spontaneous approach to risk-taking.

The reflective nature of the task skewed the assessment somewhat, as a few participants commented to me in their teacher interview after the task. They mentioned that the marks on their rubrics made it seem as though they had been far more cautious and careful about taking the risks than had actually been the case. Andrea said her peer must have got the impression that she (Andrea) is very good at thinking carefully about her risks purely because the task itself required her to speak reflectively about all aspects of the risk she had taken (i.e. thinking through the pros and cons, planning and then evaluating decision-making), which in fact she would not ordinarily think about. However, she could not have done the assessment task without reflecting on these things, so it was the very assessment task which elicited this skewed representation.

By the time the Taking Responsible Risks assessment meeting came around, I was completely overworked (the last week of exams was extremely heavy for me in terms of practical examining and receiving theory papers) and very sick. I struggled to engage fully with the sessions due to these preoccupations, but I did my very best.

Group A

I met first with Group A, and it was quite refreshing to have the whole group together again. They were excited at the prospect of being done with exams, and done with school (for the half term break), and they engaged with each other enthusiastically.

We started by going through the rubric all together; I asked them if they would want to add anything to, or question anything on the rubric. Ayesha asked what was meant by “free from judgment” (criterion #1). I explained to her that we usually feel safer to take a risk when we know others won't laugh at us or change their opinion of us based on the outcomes. She was satisfied with this explanation and no-one asked any further questions.

We then started with the first exercise, following the format of the worksheet. Each participant spoke one at a time about a fairly recent risk, and I opened up the floor to everyone for questions after each participant had spoken. I wanted everyone else to engage with the speaker's risk-taking behaviour, and seek to understand it better. Not many of them took up this offer, so it was mostly me asking questions (e.g. “Would you do this again?” or “What was it, do you think, that made you feel uncomfortable about it?”). The risks taken were really quite 'tame' and most related to exams: e.g. going to a friend's party/the movies instead of studying for an upcoming exam. This led to a

brief discussion on the importance of finding and keeping balance between work and play, and that seeking balance can itself be risky, as one might swing too much towards the extremes while trying to find the middle ground.

After this, we went on to the truth or dare exercise. The participants seemed to enjoy this, for the most part, although they struggled to understand what was required of them, despite me giving them a demonstration. I found this exercise quite telling in terms of their genuine, spontaneous approach to risk taking, and I was glad that I had included it – I felt that it balanced out the first exercise very well.

After we had finished both exercises, the participants in Group A went off with their partners to complete the peer interviews, while I met with Group B.

Group B

By the time Group B had assembled, we were running over-time quite a bit. This was because things took longer with Group A than I had expected, and also because Group B took quite a while to arrive. I was, most unfortunately, hemmed in in terms of time, as I had to leave to mark a practical examination at 11:30. By the time my meeting with Group B could begin, it was approximately 11:00.

We started by going through the rubric. Group B had many questions and comments about the rubric. Lesego asked a question about whether it was important to consider the rubric every time one takes a risk, and I asked her what her opinion was. She reflected that sometimes one might want to take a risk, but on considering it more carefully, one realises that there are more negative consequences than positive ones. She asked me what one should do in this case, and I suggested that it was perhaps valuable to have at least considered these consequences. I opened up the question to the group. Alexa joined in, claiming that one might scare oneself unnecessarily by considering the consequences too carefully – I asked her whether there might be a good reason to be a bit scared if the negative consequences were significant. I also mentioned that we often have a 'gut feeling' which accompanies our reason in these situations, and we should listen to that as well, and that if our gut tells us what to do, it might be futile to write down the pros and cons. Alexa expressed a strong rejection of the rubric, and of thinking too much about taking risks. She told a story of how she scared herself out of taking a risk once, by overthinking. Her mother eventually convinced her to take the risk, (and she added that other people were calling her a

“baby” for not taking the risk) even though it was a very dangerous risk. She concluded that nothing negative had happened, and that she is now averse to over-thinking about risks as she might be put off doing things. I replied that sometimes other people might have a clearer perspective on things, unclouded by our own personal fears and anxieties, so sometimes it would be worth listening to other people. Alexa asked what you should do in a situation in which your gut tells you you absolutely shouldn't do something (using the example I had brought up example of sky-diving – that I never had and never wanted to sky-dive), but your reason tells you you should, because you may never have the opportunity again, or that you just don't want to take the risk because you're too lazy. I suggested that maybe sometimes you have two 'guts', which generated some laughter. I reminded them that I was no expert on taking risks, and I wasn't in a position to offer them generic advice for life (as every situation has its own complexities), but that in my opinion, generally speaking, if there was no reason not to take a risk other than feeling too lazy to do it, it would probably be worth taking the risk. Lesego then asked what the difference was between making a decision and taking a risk. I replied that some decisions might be quite risky, and that there might be more consequences (and more serious consequences) to consider when making some decisions than others.

At this point I was becoming a bit anxious, because we had spent over 10 minutes on this discussion, and it was keeping us from the actual assessment task. On the other hand, I was very aware that the discussion was very important and valuable. These pupils were taking the initiative to investigate what it means to take a risk, in the safe confines of this discussion. This is how Habits of Mind are learned, practised and explored, and I was frustrated that I needed to cut this discussion short in order to get to the planned activities; however, I was quite aware of my own time limitations and I knew that we wouldn't be able to get through what we needed to if we continued. (In other words, the teacher in me wanted to continue the discussion, but the researcher in me needed to get to the research!)

We moved on to the first exercise, which provided many opportunities to expose and explore nuances in what it means to Take Responsible Risks. The second exercise, as before, was quite revealing, and it was important to see the participants grapple in the moment with weighing up the pros and cons of taking risks. However, the participants – again – struggled to understand exactly what to do. The exercise generated discussion and laughter, and it was clear that the participants found it interesting and worthwhile.

After this exercise, I needed to leave while the participants in Group B completed their self-

reflection. I asked another teacher in the school to keep an eye on the participants and check that they all handed in their reflection sheets afterwards.

Group C

I met with group C the following morning, after everyone in the group had finished their last examination. This session was quite relaxed, as we knew we had more than enough time to get through what we needed to; the girls all brought with them the humour and relief of the last day of term (before the half term break), and I myself finally felt like there was a light at the end of the tunnel after an extremely difficult week. I also had no pressing deadline for after the session, which helped me to relax. Our session was characterised by laughter and light-heartedness. No-one had anything to query about or add to the rubric, so we started with the risk discussion exercise. Participants generally chose to speak about significant risks which they had taken in the past, as opposed to risks they had taken more recently (they claimed they couldn't think of any). We moved on to the truth or dare exercise, which the participants seemed to enjoy quite a lot.

3.4.4 Assessment Meeting 4 – Who Wants to be a Millionaire?

In the final assessment meeting, I wanted to see participants apply all three Habits and, once again, assess themselves and each other. The data from the rubrics of this task would help me to ascertain whether the assessments had become more similar over time. I thought that a group-game of Who Wants to be a Millionaire would be the best way to assess this. Working in groups, they would need to Think Interdependently, agreeing on when to use their life-lines, as well as individually contributing their unique experiences and knowledge to assist the group to Strive for Accuracy (obviously the ultimate aim was for them to arrive at accurate answers!). If they weren't sure of an answer, they would need to consider whether to risk losing accumulated money if their answer was wrong, weighed up against winning a greater sum of money if the answer was right. This would force them to practise Taking Responsible Risks. Of course, I could not offer the groups millions of dollars, so instead there was a meaningful chocolate hamper up for grabs, for the group which achieved the highest 'monetary' win.

I initially planned this session for Sunday 4 September. However, only 6 of the participants showed up! Two had excused themselves, and the others just didn't arrive. As Murphy's Law would have it, of the 6 present, only 2 were partners. I was quite discouraged, feeling that the exercise would prove

to be a waste of time if the participants could not be assessed by their original partners. Nevertheless, we went ahead with the exercise as planned. I decided, later in that week – the last of Term 2, to get everyone together again during an extended break-time to repeat the task. I was able to get almost everyone to be assessed by their original partner in the end, except for Parvani and Lesego (Lesego, Parvani's partner, was absent again), and Andrea (who had to leave early and was thus not able to be assessed by her partner, Carmen).

For the most part the participants seemed to enjoy this exercise thoroughly, even the second time around, and it was a fittingly celebratory way to round up the assessment tasks. Afterwards, I scheduled appointments for each participant to come and see me one last time for a follow-up interview. Four of the participants – Lesego, Carmen, Genevieve and Shazia – couldn't see me by the end of Term 2, so I made appointments to see them in the beginning of Term 3.

APPENDIX D: DRAFT RUBRICS

In this Appendix I present the rubrics as they relate to the literature on HoM. For the final rubrics, I re-ordered some of the criteria for a more logical flow, and I removed the references. I include the references here so that the criteria can be traced back to the literature.

Thinking Interdependently Rubric			
	Often	Sometimes	Not yet
The goal / task (the bigger picture)			
1. Stay focused on the goal or task (Costa & Kallick, 2000, p.12)			
2. Devote your energy to enhancing the group's resourcefulness (Costa & Kallick, 2000, p.12)			
3. Be willing to let go of one idea to pursue someone else's idea (Boyes & Watts, 131)			
4. Set aside your own ego to serve others: put others before yourself (Costa & Kallick, 2000, p.12)			
5. Seek to understand how others are thinking, by asking questions, and by listening effectively (Costa & Kallick, 2000, p.12)			
6. Be aware of those in the group who seem hesitant to contribute, or who cannot seem to get a word in, and actively and deliberately involve them in group discussions (Costa & Kallick, 2000, p.12)			
7. Take responsibility for monitoring the equality of all members' participation (all members in the group need to take this responsibility) (Costa & Kallick, 2000, p.12) and (Costa & Kallick, in Costa and Kallick, 2009, p.63)			
8. Learn from and be inspired by the great ideas of the other members of your group (Costa & Kallick, 2000, p.12) and (Rachel Billmeyer, in Costa and Kallick, 2009, p.126)			
9. Build on other people's ideas (Costa & Kallick, 2000, p.12)			
10. Contribute your unique interpretations and hypothesis to the group discussion (Costa & Kallick, 2000, p.12)			
11. Ask other people for feedback on your own ideas, or for their opinions (Costa & Kallick, 2000, p.12) and (Nicolas D'Agla, in Costa and Kallick, 2009, p.13)			
12. Listen to and accept feedback on your ideas as being necessary and constructive for the group task, not as a personal attack (Costa & Kallick, in Costa and Kallick, 2009, p.63)			
13. Offer feedback with kindness and respect (Costa & Kallick, in Costa and Kallick, 2009, p.63)			
14. Acknowledge and appreciate the successes, achievements and talents of others (Costa & Kallick, 2000, p.12) and (Curtis Schnorr, in Costa and Kallick, 2009, p.79)			

Striving for Accuracy and Precision Rubric			
	Often	Sometimes	Not yet
1. Make sure you know what the directions / instructions mean before you begin (Costa & Kallick, in Costa and Kallick, 2009, p.49)			
2. Plan your steps (determine <i>how</i> you will go about completing a task, in order that the outcome be as accurate and precise as possible) (Costa & Kallick, 2000, p.12)			
3. Check your work again and again! Use multiple methods to check your work. (Costa & Kallick, 2000, p.12)			
4. Ask others for feedback and correction (perhaps employing the “three before me” strategy) (Costa & Kallick, 2000, p.12) and (Costa & Kallick, in Costa and Kallick, 2009, p.49)			
5. Establish standards of excellence (what does the rubric say? What does the exemplar look like? What are you aiming to end up with?) (Costa & Kallick, 2000, p.12)			
6. Attempt to meet, or even surpass, your standards of excellence. Aim for higher than the average. (Costa & Kallick, 2000, p.12)			
7. Experience / express dissatisfaction with incomplete or sloppy work (Costa & Kallick, 2000, p.12)			
8. Request opportunities to improve upon your work (Costa & Kallick, 2000, p.12)			
9. Write not only your answer but also your working out, so that you can go back and check your method (Costa & Kallick, in Costa and Kallick, 2009, p.49)			
10. Learn from mistakes to avoid making them again (Costa & Kallick, in Costa and Kallick, 2009, p.49)			

Taking Responsible Risks Rubric			
	Often	Sometimes	Not yet
Be willing to try new strategies, techniques, ideas and hypotheses (Costa & Kallick, 2000, p.12)			
Challenge and act despite skepticism (Costa & Kallick, 2000, p.12)			
Familiarise yourself with the circumstances of the challenge (Cooper, A. & Jenson, G., in Costa & Kallick, 2009, p.21 – familiarity with the language of HOM breeds the ability to take responsible risks)			
Evaluate your decision-making (Martinez, M. In Costa & Kallick, 2009, p.149)			
Strive to create “an environment which is safe, free from judgment and accepting of all ideas, differences and points of view” (Costa, A. & Kallick, B., in Costa and Kallick, 2009, p.61)			
“Plan and think carefully before taking risks in any situation” (Schnorr, C., in Costa & Kallick, 2009, p.80)			
Take full responsibility for mistakes, and look at them “...As rough drafts or missteps” (Billmeyer, R., in Costa & Kallick, 2009, p.136) [Dealing with failure in a healthy way]			
Don't allow mistakes to prevent you from trying again (Billmeyer, R. in Costa & Kallick, 2009, p.136)			
Accept confusion, uncertainty and the risk of failure as necessary, challenging and rewarding (Boyes & Watts, 2009)			
Recognise potential benefits or negative consequences which may result from making a decision, as well as potential consequences which may be unlikely or unexpected (Boyes & Watts, 2009)			

APPENDIX E: PILOT STUDY

I conducted a small and unofficial pilot study in November 2012, in which I used negotiated assessment with learners in my grade 11 Dramatic Arts class. The class had written an essay about the play they had just finished reading, and I met with as many of the girls in the class as possible, individually, for half-hour meetings. In these meetings, we began by discussing thoroughly how marks would be allocated (I always include the rubric for the style and structure of their essays on the essay question sheet, but these conversations revealed that few of them had read or understood the rubrics before!), and then we read through the essay carefully and discussed what we would allocate marks for in the essay. For literary essays, I teach my classes to follow the guideline of “S.E.E.” when writing: make a **S**tatement (which relates to the essay question), **E**xplain the statement, and give an **E**xample from the text which supports the statement. So, as we read through the essays (I generally read them aloud) we identified the statements, explanations and examples, and we discussed the effectiveness of the ideas, wording of the ideas and the weaving together of these.

Responses of the learners

I met with 12 learners in total, and found the responses from the girls I had met with generally very positive. There were a few learners who left the meetings feeling confused and not listened to: those meetings were frustrating ones in which we struggled to see eye-to-eye – I struggled to understand the learners and they struggled to understand me. They left unhappy about the final mark they received. However, the majority of the learners left feeling enlightened, inspired and heard. When I conducted a survey amongst those with whom I had met, not one learner described the meeting as “a waste of time”, from my list of descriptive options, which suggested that everyone who participated learned *something*. To the question, “I enjoyed being a part of my own assessment”, no respondent answered “no”, which supports the idea that everyone was able to learn something from these meetings. Instead, 67% of respondents said “yes”, while 25% answered “kind of”, and 8% were “neutral”. 83% of respondents said that they felt they understood essay writing more clearly as a result of the meeting. 67% said they had a clearer idea of how to improve their essays after the meeting (17% said they “kind of” knew how they could improve). 83% of the respondents answered “yes” to the question “It would help many pupils to be able to do something like this”.

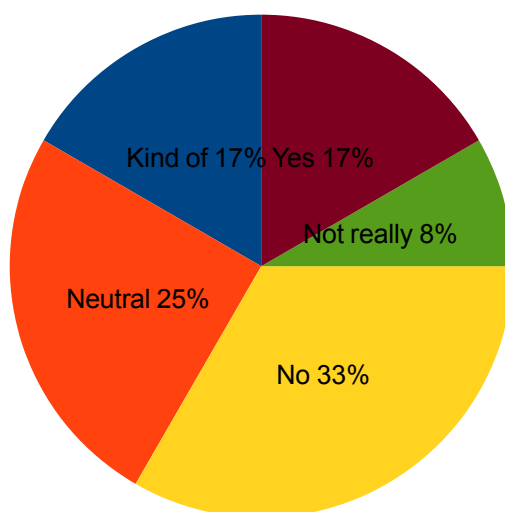
While I did not officially measure the impact of the meetings on the learners' marks, I did notice a

distinct improvement in the quality of their next essay, which was written under the pressurised conditions of the November examinations. This suggests that they were, for the most part, starting to become more self-reflective when writing essays, able to evaluate their own work and improve it in a self-directed fashion.

My own learning

One of the survey questions was “It was confusing when the teacher and I disagreed about something”, and the learners' answers to this question were very mixed:

It was confusing when the teacher and I disagreed about something



It seems the learners were largely unsure of how to react to moments when we did not agree. This made me realise how threatening the process of negotiated assessment is. I believe that it is a highly beneficial exercise, as it was clear to me that much learning occurred in and as a result of these meetings. Also, negotiated assessment was the best option as I needed to use the essay marks for the learners' term marks, so we did need to decide upon a mark. The learners who participated in this pilot study had been taught by me for 3 consecutive years, and knew me well. I had a very open and easy relationship with the girls in the class, which takes time to develop. Yet still, they seemed relatively thrown by the threatening process of negotiating assessments with a teacher.

Given what I noted about how threatening negotiated assessment can be even among learners with whom I had a sound relationship of trust, I decided to make use of dialogical assessment, rather than negotiated assessment, for my HoM study. The two are very similar, as discussed above, except that in negotiated assessment the focus is on deciding on a mark. The learners do not receive marks for HoM, and the grade 8 learners for my main study would be new to me and new to the

school, so I felt it would be better to lessen the threat of the interviews by structuring them as a reflective discussion.

Through this pilot study, I also learned that it was sometimes much more difficult than I expected to see things from the perspective of the learner. I felt quite frustrated during and after the meetings which did not result in satisfaction or enlightenment. So, perhaps it is fair to say that with some learners, a process like this will take more time and energy to bear fruit than with others. This helped me during my main study at times when I felt the participants and I had almost irreconcilably different perspectives. The most interesting participant in this regard is Alexa, whose story I have discussed at length in Part Four of Chapter Four.

APPENDIX F: INTERVIEW QUESTIONS

Please remember that everything that you say is right. I am studying the value of having these discussions, so I would really appreciate your honesty. It is your opinion that I want to study, therefore there is no wrong or right answer.

1. You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?
2. Take a look at any criteria on the rubrics where the three assessors have marked the same: what are your reactions or responses to those criteria?
3. Now take a look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?
4. Would you like to ask your friend who peer-assessed you anything about how she assessed you? If so, what would you like to ask her?
5. Would you to ask me as your teacher to explain anything on my assessment rubric? [Here, let them ask, and address their question]
6. What are you thinking now about how you [insert habit]?
7. Has this process of assessment, and this conversation, helped you to better understand the Habit? If so, how?
8. Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!

APPENDIX G: SELF-REFLECTION QUESTIONS

Grade 8 Habits of Mind Research Project

Assessment – self reflection

Please note: remember that everything that you say is right. I am studying the value of asking and answering these questions, so I would really appreciate your honesty. It is your opinion that I want to study, therefore there is no wrong or right answer. Please think carefully about the following questions, and use the lines to write your responses.

- ✧ You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?

- ✧ Take a look at any criteria on the rubrics where the three assessors have marked the same: what are your reactions or responses to those criteria?

- ✧ Now take a look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?

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- ✧ Would you like to ask your friend who peer-assessed you anything about how she assessed you? If yes, what would you like to ask her?

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- ✧ Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would you like to ask her?

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- ✧ What are you thinking now about how you [insert habit]?

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- ✧ Has this process of assessment, and this conversation, helped you to better understand the Habit? If so, how?

⤴ Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!

APPENDIX H: PEER-INTERVIEW SHEET

GRADE 8 Habits of Mind Research Project

PEER INTERVIEW: Discussing assessments with a peer

Please note: remember that everything that you say is right. I am studying the value of having these discussions, so I would really appreciate your honesty. It is your opinion that I want to study, therefore there is no wrong or right answer. Please discuss these questions with your partner, and use the lines to write your responses to the questions, as well as anything interesting which came up in conversation.

- ⤴ You have had a chance to look through the three assessment rubrics you received: one which you yourself completed, one which was completed by your peer, and one which was filled in by me. What are your first reactions or thoughts when you look at these rubrics?

- ⤴ Take a look at any criteria on the rubrics where the three assessors have marked the same: what are your reactions or responses to those criteria?

- ⤴ Now take a look at the parts where the criteria have been assessed differently – as you look through the list, what ideas do you have about why those criteria were assessed differently?

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- ⤴ Would you like to ask your friend who peer-assessed you anything about how she assessed you? If yes, ask her and see what she says. Write a summary of what she said and how you respond to that, below.

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- ⤴ Would you to ask your teacher to explain anything on the teacher assessment rubric? If so, what would it be?

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- ⤴ What are you thinking now about how you [insert habit]?

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- ⤴ Has this process of assessment, and this conversation, helped you to better understand the Habit? If so, how?

⤴ Is there anything that you disliked about this process or this conversation? Remember, it is your opinion that is the “right” answer here!

APPENDIX I: FOLLOW-UP INTERVIEW QUESTIONS

1. What, if anything, have you learned from this process?
2. Which of the reflection modes (self-reflection/peer-interview/teacher-interview), if any, did you find most helpful or valuable?
3. Do you think there would be a preferred order in which these reflection modes would be most beneficial?
4. What was particularly beneficial about self-assessment?
5. What was not beneficial about self-assessment?
6. What was particularly beneficial about peer-assessment?
7. What was not beneficial about peer-assessment?
8. What was particularly beneficial about teacher assessment?
9. What was not beneficial about teacher assessment?
10. What, if anything, did you learn about assessment through this process?
11. What do you think makes it possible for different people's assessments of you to be similar?
12. What do you think makes it possible for different people's assessments of you to be different, sometimes even completely contradictory?
13. Do you think your peer and you would be more likely to assess you similarly now?
14. Do you think me (your teacher) and you would be more likely to assess you now?
15. Would you say that your attitude and approach to assessment in general has changed as a result of your experiences in this project? If so, how?
16. Has the feedback that you received during this process been valuable to you?

APPENDIX J: COSTA & KALLICK'S 16 HABITS OF MIND

H a b i t s o f M i n d

 1.Persisting Stick to it! Persevering in task through to completion; remaining focused. Looking for ways to reach your goal when stuck. Not giving up.	 2.Managing impulsivity Take your Time! Thinking before acting; remaining calm, thoughtful and deliberative.
 3.Listening with understanding and empathy Understand Others! Devoting mental energy to another person's thoughts and ideas. Make an effort to perceive another's point of view and emotions.	 4.Thinking flexibly Look at it Another Way! Being able to change perspectives, generate alternatives, consider options.
 5.Thinking about your thinking (Metacognition) Know your knowing! Being aware of your own thoughts, strategies, feelings and actions and their effects on others.	 6.Striving for accuracy Check it again! Always doing your best. Setting high standards. Checking and finding ways to improve constantly.
 7.Questioning and problem posing How do you know? Having a questioning attitude; knowing what data are needed and developing questioning strategies to produce those data. Finding problems to solve.	 8.Applying past knowledge to new situations Use what you Learn! Accessing prior knowledge; transferring knowledge beyond the situation in which it was learned.
 9.Thinking and communicating with clarity and precision Be clear! Striving for accurate communication in both written and oral form; avoiding over generalizations, distortions, deletions and exaggerations.	 10.Gather data through all senses: Use your natural pathways! Pay attention to the world around you Gather data through all the senses; taste, touch, smell, hearing and sight.
 11.Creating, imagining, and innovating Try a different way! Generating new and novel ideas, fluency, originality	 12.Responding with wonderment and awe Have fun figuring it out! Finding the world awesome, mysterious and being intrigued with phenomena and beauty.
 13.Taking responsible risks Venture out! Being adventuresome; living on the edge of one's competence. Try new things constantly.	 14.Finding humor Laugh a little! Finding the whimsical, incongruous and unexpected. Being able to laugh at oneself.
 15.Thinking interdependently Work together! Being able to work in and learn from others in reciprocal situations. Team work.	 16. Remaining open to continuous learning Learn from experiences! Having humility and pride when admitting we don't know; resisting complacency.

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