

Table 1: Student Self-Assessment Examples of Feedback from Harris et al. (2014, p. 6)			
Task Feedback	Process Feedback	Self-regulation Feedback	Self-Feedback
I did well with sequencing, even though I got 5 wrong. (Isabel's student)	To do more research and have more verbs and adjectives and adverbs to make it more interesting. (Celia's student)	I thought I would get 15/17. (Isabel's student)	I talked a lot on this second session and it was fun! (Isabel's student)
Use more speech marks. (Jennifer's student)	I didn't do the korus of the symbol because they use to [sic] much space. I made the silver fern bigger to make it the main image. (Isabel's student)	At first I wasn't sure how to do it at first when explained but then I got it. (Elsa's student)	My favourite part was making the title page. (Stephanie's student)
I think it was a bit short. And could have used some quotes. (Elsa's student)	But if I did it again I would get more information. (Stephanie's student)	I think we were really successful today because we worked as a team. (Stephanie's student)	I think it could have been a lot better if I work with someone else because my buddy just went of [sic] and played. (Rebecca's student)
I focused on one point and concluded well. (Sylvia's student)	Next time to improve my story I think I could make it more interesting. (Jennifer's student)	Tomorrow I will be working on learning about angles. (Stephanie's student)	I thought that I put a lot of effort into this letter. (Phyllis's student)
I am good at understanding a topic using multiple texts. (Sylvia's student)	I need to work on finding information in texts and understanding what I am reading. (Sylvia's student)	If I could improve on anything for next time I would use my time more wisely. (Stephanie's student)	It came out good. (Isabel's student)
My presentation was good and appealing. (Stephanie's student)	I need to explain in detail more of the comparison I need to go into a lot more detail and connect all the ideas into one. (Sylvia's student)	What do you think? (Isabel's student) I did better than last year. (Sylvia's student)	To do my work next time. (Sylvia's student)

Harris, L. R., Brown, G. T. L., & Harnett, J. A. (2014). Analysis of New Zealand primary and secondary student peer- and self-assessment comments: Applying Hattie and Timperley's feedback model. *Assessment in Education: Principles, Policy & Practice*, 22(2), 265–281. <https://doi.org/10.1080/0969594X.2014.976541>.