**Response to Reviewer 1**

|  |  |
| --- | --- |
| **Reviewer’s remarks** | **Author reply to the remarks** |
| "Looking at the study population, a change in the title of the paper may be warranted" | The comment is correct and therefore the title of the article has been changed and now refers to the entire study population |
| "Some rewording will also be needed in the *Study Population and the Course Characteristics* section." | The correction was made |
| "Given the different characteristics of the two groups (B.Ed. & M.Ed.) it would be interesting to know if the groups responded differently to the self-assessment process" | The graduate students were all practicing teachers and they did respond differently compared to the undergraduate students - they presented much more positive attitudes regarding self-esteem. They also estimated their grade more correctly. These data appear throughout the findings chapter (I highlighted some of them in yellow) |
| "While you note that it is important to discuss these dilemmas with the students, it would be interesting to know how these dilemmas were overcome – what aspects of the process helped to put students’ minds at ease about these concerns?" | I thank you for the comment. Reference to this important point was added to the *discussion* chapter (paragraph 9)  highlighted in a different color |
| "While it is recommended that there should be greater involvement of students in the assessment process... However, this would need to be done early in the course, and students may feel that they do not have the background knowledge to set criteria at that point in their learning" | Important note. I added a reference to this in paragraph 5 of the *discussion* chapter |
| "You note that it is possible to conclude that students involved in self-assessment tend to improve their cognitive capability and their exam grades in comparison with students who have not conducted self-assessment. Did this happen? Could any of the self-reported benefits be shown to be reflected in the quality of the students’ work?" | Students' works were often better when given the opportunity to improve and correct following feedback. It is difficult to determine from this study whether cognitive abilities were improved, but it seems that learning abilities were improved |
| "Although not stated explicitly, it is assumed that all participants were enrolled in face-to-face classes. If so, this is a point for further research – self-assessment in the online environment" | The proposal was added to the *Limitations and Further Research* chapter |
| "The sentence, ‘The self-checklists and the ability to revise the work were mentioned almost universally the answers of the students attending the courses with formative or integrative evaluation,’ needs the addition of the word in." | The word 'IN' was added |
| "The phrase, ‘studying for their M.Ed.’ is informal. Better to say, studying for an M.Ed./amaster’s level degree/a Master of Education" | Corrected throughout the article |
| "Be consistent with the use of either teacher or lecturer" | Corrected |

**Response to Reviewer 2**

|  |  |
| --- | --- |
| **reviewer’s remarks** | **Reply to the remarks** |
| Summative evaluation: "Too simplistic. Surely a grade is a reflection of judgments relative to standards". | I agree with the comment and I addressed it in paragraph 6 in the *Self-assessment* chapter |
| "In this paragraph, Andrade's critical point is raised, but it does not feature in the argument that the author is trying to develop". | Andrea's research highlights the importance of the feedback processes that characterize formative assessment as promoting student collaboration with self-assessment. This point was reinforced in my research and appears in the findings chapter and is also discussed in the discussion chapter |
| It is suggested to delete the sentence: "In practical terms, self-assessment is used in both formative and summative evaluation" | The sentence was deleted |
| "Very much more attention should be paid to the role of feedback in self-assessment." | I expanded on the role of feedback in self-assessment in the last paragraph of the review on "*Self-Assessment*" and added the article of  Winstone, Nash, Rowntree, and Menezes, 2016.  (highlighted in a different color) |
| Explain the term 'self-regulated learning' | The concept was defined in the second paragraph in the *Student Perceptions of Self-Assessment* chapter (highlighted in a different color) |
| "Switch from assessment to evaluation… use them consistently." | Consistency was maintained and only the concept of self-assessment was used. |
| "It has been found that adult students attending such courses have also reported that the self-assessment helped to foster critical thinking"-Is that relevant? | The sentence was written in the review chapter on the *"Student Perceptions of Self-Assessment*"/  It's expresses some of the students' perceptions of self-assessment in learning with a summative assessment. |
| "How much agency would students have? If a teacher does not suggest not require it, why would students engage in it?" | I agree with the comment: of course, if the teacher does not ask for self-assessment, the students will not have the opportunity to do so. |
| "There are two independent factors here. (1) Is formative assessment used? (2) Are students involved in establishing assessment criteria? There are thus four conditions to be considered." | There are indeed two dependent variables. The first research question ("What are the students' perceptions of self-assessment both before and after their self-assessment experience in the various courses?)  tests the first independent variable and the second research question tests the second independent variable(How does the involvement of the students in determining the evaluation criteria in the course and their prior experience with self-assessment affect their perceptions and the accuracy of their self-grading?) |
| "Do you mean they were asked to predict their examination grade?" | Yes, after the students took the exam they evaluated how well they did. |
| "So, the self-assessment was the students' responses to the list of questions.  By the "reviewed works" I assume the authors mean that feedback was provided on the substantial subject-related content of their initial submissions and on their responses to the lists of questions, i.e. on their self-assessments.  This is not clear, and it must be made clear." | Yes indeed. In light of the comment, the things were clarified and emphasized in the text (see paragraph 3 in chapter "*The Study Process and Data Collection"****)*** |
| "Did they have to justify the grade they believed they 'deserved"'? | Thanks for the comment. The students were indeed asked to explain briefly why they evaluated their exam the way they did. This sentence was added and highlighted in paragraph 4 in the chapter *"The Study Process and Data Collection"* |
| Research study writing workshop –"Explain how this is formative. What feedback did they get? How were they expected to respond to the feedback?  In what way did this involve self-assessment?" | The self-evaluation process in Research study writing workshop courses  was exactly as done for the Seminary courses that described in detail. I wrote in the article:  ..." the students were involved in the process of determining the criteria, as described earlier in relation to the seminar papers, and they were asked to attach their personal lists for each section of the work."  The process was not described again in detail to avoid repetition. |
| "Table does not indicate whether students were enrolled in B.Ed. or M.Ed courses, nor which institutions they attended" | I added the information to the first table |
| "It would be possible to integrate the information in Table 1 with this table. Only one table is then required". | The suggestion is correct and I also thought about this possibility, but the resulting table was cumbersome, with a large number of columns. For this reason, I divided the information into two tables: one focused on the research population and the other on the characteristics of the courses. |
| Joint discussion: "Presumably between the author and the content area expert?" | Yes. This was clarified and emphasized in the text in the *"Analysis of the Data*" chapter |
| "Example student responses that were coded under each of the nine categories should be provided." | The examples of the students' words for each of the categories are presented in the findings chapter |
| " The research questions are about students' attitudes to self-assessment. The three types of 'evaluation' are combinations of formative and summative assessments. Where is the focus on self-assessment here"? | I thank you for the comment. The wording of the first sentence in the findings chapter has been changed |
| Table 3: "I cannot work out what the base for the percentages is." | I wrote in the article: "Table 3 summarizes the number of students who mentioned each of the categories representing their perceptions in their answers. As a result, the sum of the numbers according to categories is higher than the total number of the students who answered the questionnaires."  In other words, since many students mentioned היגדים belonging to more than one category, the total number of היגדים in all the categories is greater than the number of students. This clarification was added and highlighted in the first paragraph of the findings chapter |
| "This seems to suggest peer assessment, not self-assessment. Explain and justify." | This example was given in the subsection  "*Prior Experience with Self-Assessment"*  The student wrote about a previous experience in self-assessment that was combined with peer assessment. I chose this example because it emphasizes the complexity of the process |
| The students’ involvement in determining the evaluation criteria is a critical point- "This is not necessarily an aspect of self-assessment. It could be done in a summative course with only lecturer grading." | I agree with the comment. According to various researchers, the students' involvement in the self-assessment process is an important point |
| Change "professional assessment" to "teacher assessment" | Corrected |
| " Accuracy in self-assessment focuses on grades. It appears that the greatest advantage from self-assessment is the focus that it requires students to take on the purposes of the task and the criteria by which performance is judged.  'Accuracy' is a minor point". | I agree with the comment. Add to the discussion and highlight in a different color (paragraph 8 in the discussion chapter) |