

Appendix H

Table 4
Feedback Received and Self-Assessment of Metacognitive Strategies (MS)

Student Number	Feedback Unit 4	Unit 4 SS MS1	Unit 4 SS MS2	Unit 4 FUS MS1	Unit 4 FUS MS2	Feedback Unit 5	Unit 5 SS MS1	Unit 5 SS MS2	Unit 5 FUS MS1	Unit 5 FUS MS2
1	T	3	3	3	3	T	3	3	3	3
2	T	2	3	2	3	T	3	3	3	3
3	T	3	4	2	4	SC	3	4	3	3
4	SC	2	3	3	3	T	3	3	3	3
5	T	2	3	2	3	SC	2	4	2	3
6	SC	3	3	2	3	T	3	4	3	3
7	SC	2	3	2	3	SC	3	4	2	4
8	SC	3	3	3	2.5	T	3	3	3.5	3.5
9	T	2	3	2	3	T	2	3	2	3
10	T	3	3	3	4	T	4	3	3	4
11	SC	3	3	4	4	SC	3	4	3	4
12	SC	3	3	3	3	SC	3	4	3	3
13	SC	3	3	3	3	SC	3	4	3	3
14	T	3	3	3	2	SC	2	3	3	3
15	SC	3	3	3	3	SC	3	4	3	4
16	SC	3	3	3	3	SC	3	3	3	3
17	T	3	4	4	4	SC	4	4	4	4
18	SC	3	3	3	3	T	3	3	3	3

Note. Students' self-assessment of metacognitive strategies (MS) is shown for the student survey (SS) following each unit assessment and the follow up survey (FUS) approximately two weeks after the initial survey. On all surveys, metacognitive strategy one (MS1) was "After a math lesson, I take time to assess my strengths and areas for growth". On all surveys, metacognitive strategy two (MS2) was "Before solving a challenging problem, I make a plan." Self-assessment of metacognitive strategies one and two (MS1 and MS2) were rated by three categories of: Never (code =2), Sometimes (code =3), Always (code = 4).