

Self-Assessment Aims and Prompts

Self-Assessment #1

When:

- At the beginning of the semester

Why:

- For the instructor to gain insight on students' feelings, motivations and goals regarding the course and for students to reflect on their own learning goals.

Prompts:

- How do you feel about your own writing skills?
- What do you hope to get out of this class? What are **your** goals for this class (besides getting a good grade)?
- Judging by the course syllabus and what Jeff has explained so far, how do you feel about the work you're going to be asked to complete? Are you excited, scared, nervous, intimidated, inspired, (or anything else) by the challenges of this class? Explain your answer.
- Broadly speaking, what do you think the point of a College English class is? If you feel that there's no real point (that's okay!), then what should the point be? In other words, if you feel that English class is not really useful, then what can you do to make it more useful to yourself?

Self-Assessment #2

When:

- Before the first major assignment

Why:

- Students have the opportunity to share doubts they may have on how to complete the assignment and their opinion regarding the grading criteria. They also reflect on their goals for how they would like to complete the assignment. In this case, the instructor modified the assignment instructions based of student feedback.

Prompts:

- Is anything unclear to you from the instructions? Write any questions that you have. Cite any parts of the instructions that are unclear.
- How do you feel about this assignment? Are you excited, terrified, nervous, confident, etc.? Why do you think you feel this way?
- What are some aspects of previous English essays that teachers have praised you for?
- What are some aspects of previous English essays that teachers have said you need improvement on?
- What are your goals for this assignment? (besides getting a good grade). You can look at the grading criteria on the instructions and discuss any one of these aspects you'd like to especially focus on for this assignment. Or if you have your own ideas that don't fit into these grading criteria, feel free to elaborate on those.

- *What grade do you anticipate that you will get on the final draft of your short story review? **Don't include this answer in your response.** Write down a number grade that you think you'll get. Write it somewhere private. Hang onto it, either in your own personal journal, a note-taking app, a post it note in your drawer, etc. Do not share this grade with your teacher.*

Self-Assessment #3

When:

- After completion of the first major assignment

Why:

- Students are asked to use the grading rubric to assign themselves a grade and then write one page (double-spaced) explaining their reasoning behind the grade they chose. They can also reflect on their process by giving themselves general feedback on what they think are the essay's strengths and weaknesses.

Prompts:

- First, give yourself a grade in each of the categories on the rubric, and add it up for a total out of 15. Look carefully at the criteria for each category before giving yourself a grade. Copy and paste the rubric onto your document. (Grading rubric listed below this)
- Next, write a paragraph where you give your essay general feedback. This can be similar in tone to the feedback I've been giving you on your work. You can list the essay's strengths. What do you think you do really well on this essay? You can also list the essay's weaknesses. What areas were less successful than you'd hoped? You could also look back at the goals you set out in self-assessment #2. To what degree did you meet these goals? This feedback paragraph will serve as a kind of justification for your grade.

Self-Assessment #4

When:

- Before the second major assignment

Why:

- Asking for questions, feedback and ideas regarding the second major assignment.

Prompts:

- Similar to self-assessment #2

Self-Assessment #5

When:

- At the end of the course.

Why:

- For students to reflect on their progress and learning throughout the semester.

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Prompts:

- Do you think you improved as a writer and/or reader and/or learner this semester? If so, how? If not, why not?
- What one writing lesson will you take from this class? Why do you think that lesson stuck with you?
- What's one reading or analytical lesson you will take from this class? Why do you think this lesson will stick with you?
- What do you think the most important thing you learned in this class is? Why?
- What's one thing you think you'll remember from this class in ten years? Why?
- What's something that's still unclear to you about a principle of writing and/or reading that we discussed in class?
- Which piece that we read do you think will stick with you? What's one piece that affected you that you will remember? Why?
- Any other comments you have about your own learning process throughout the semester.