**Self-Assessments**

English 110 | City College of New York

For this course, you will write Self-Assessments for four of the major writing assignments. Your goal is to document and reflect on your learning goals, challenges, and accomplishments.

Download this document, save it to your computer, update it accordingly (taking as much space as you need), save the updates, and upload/submit the latest saved version for each due date.

**What is Self-Assessment & Why are We Doing it?**

* Self-Assessment is a form of reflection, and reflection is one of the best tools we have for learning. Reflection helps us to reinforce our knowledge because our *awareness* of what we know grows and fortifies when we consciously build a vocabulary for *naming* and *discussing* what we know.
* Reflecting on what we’ve done and what we know allows us to *self-assess* our learning. And self-assessment is a skill offering us far more benefits than simply interpreting someone else’s assessment of our work. A major goal of this composition course, then, is for you to *reflect* on your learning and writing practices, *name* and *discuss* what you’ve learned, and then *self-assess* that learning.
* These self-assessments will also prepare you to write our final essay, the Self-Assessment Essay.

**Self-Assessment 1 – Language and Literacy Narrative**

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| --- | --- |
| Overall, what stands out as the **most meaningful learning** you experienced during this assignment?  |  |
| What were your **instructor’s** learning goals?  | 1. Narrow Your Story’s Focus to a Specific Moment from Your Life
2. Provide Rich Description & Details about Your Selected Moment
3. Provide Explicit Comments on the Implications of Your Story
4. Personalize Your Use of Language and Media
5. Practice Specific College-Level Writing Goals (like meeting deadlines, meeting length requirements, drafting, participating in peer review).
 |
| How well do you feel you achieved your **instructor’s** learning goals? |  |
| What were **your** learning goals? |  |
| How well do you feel you achieved **your** learning goals? |  |
| What went particularly **well** and/or what was particularly **challenging**? Please describe with detail. |  |
| **What else**, if anything, do you want your instructor to know? |  |

**Self-Assessment 2 – Translation 1: Spoken Language & Literacy Narrative**

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| --- | --- |
| Overall, what stands out as the **most meaningful learning** you experienced during this assignment? |  |
| What were your **instructor’s** learning goals?  | 1. Analyze Your Genre’s Norms and Your Audience’s Expectations
2. Practice Intentionally Meeting or Resisting Genre Expectations
3. Carefully Consider and Adjust Your Delivery, Design, and Media
4. Practice Specific College-Level Writing Goals (like meeting deadlines, meeting length requirements, drafting, participating in peer review).
 |
| How well do you feel you achieved your **instructor’s** learning goals? |  |
| What were **your** learning goals? |  |
| How well do you feel you achieved **your** learning goals? |  |
| What went particularly **well** and/or what was particularly **challenging**? Please describe with detail. |  |
| **What else**, if anything, do you want your instructor to know? |  |

**Self-Assessment 3 – Synthesis Essay**

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| Overall, what stands out as the **most meaningful learning** you experienced during this assignment? |  |
| What were your **instructor’s** learning goals?  | 1. Guide Your Audience with Transitions and “Signposts”
2. Introduce and Integrate Sources for an Unfamiliar Audience
3. Synthesize Sources to Show the Nuances of Different Perspectives
4. Personalize Your Language, Delivery, Design, and Media
5. Practice Specific College-Level Writing Goals (like meeting deadlines, & requirements, formatting, drafting, participating in peer review).
 |
| How well do you feel you achieved your **instructor’s** learning goals? |  |
| What were **your** learning goals? |  |
| How well do you feel you achieved **your** learning goals? |  |
| What went particularly **well** and/or what was particularly **challenging**? Please describe with detail. |  |
| **What else**, if anything, do you want your instructor to know? |  |

**Self-Assessment 4 – Translation 2: Visual Argument**

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| Overall, what stands out as the **most meaningful learning** you experienced during this assignment? |  |
| What were your **instructor’s** learning goals?  | 1. Analyze Your Genre’s Norms and Your Audience’s Expectations
2. Practice Intentionally Meeting or Resisting Genre Expectations
3. Carefully Consider and Adjust Your Delivery, Design, and Media
4. Practice Specific College-Level Writing Goals (like meeting deadlines, meeting length requirements, drafting, participating in peer review).
 |
| How well do you feel you achieved your **instructor’s** learning goals? |  |
| What were **your** learning goals? |  |
| How well do you feel you achieved **your** learning goals? |  |
| What went particularly **well** and/or what was particularly **challenging**? Please describe with detail. |  |
| **What else**, if anything, do you want your instructor to know? |  |

**Self-Assessment 5 – Course Learning Outcomes**

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| --- | --- | --- | --- | --- |
| **#** | **Course Learning Outcome** | **Your Paraphrase** | **Level of Learning\***  | **Example of How you Worked to Achieve it** |
| **1** | Examine how **attitudes towards linguistic standards** empower and oppress language users. |  |  |  |
| **2** | Explore and analyze, in writing and reading, a **variety of genres and rhetorical situations**. |  |  |  |
| **3** | Develop **strategies** for reading, drafting, collaborating, revising, and editing. |  |  |  |
| **4** | Recognize and practice **key rhetorical terms and strategies** when engaged in writing situations. |  |  |  |
| **5** | Understand and use **print and digital technologies** to address a range of audiences. |  |  |  |
| **6** | Locate **research sources** (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias. |  |  |  |
| **7** | Compose **texts that integrate a stance** with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation. |  |  |  |
| **8** | Practice systematic application of **citation conventions**. |  |  |  |

Level of learning scores:

0 – No learning/practices

1 – Very little learning /practicing

2 – Some learning /practicing

3 – Good/average amount of learning/practicing

4 – Great amount of learning/practicing

5 – Outstanding learning/practicing