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Self-Assessment Worksheet

First-Year Writing | City College of New York

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.
- This self-assessment will also prepare you to write our final essay, the Final Reflection Essay.
- In the worksheet that follows you will
 1. **Paraphrase** (aka "re-write in your own words") each of the Learning Goals for our course.
 2. **Score** your current level of learning each Learning Goal, using the following key:
 - 0 – No learning/practicing
 - 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
 3. **Provide examples** of any learning you experienced that connects to the Learning Goal. Explanations work as do hyperlinks to any documents you have online. Skip providing explanations for any Learning Goals that you have not yet worked on.



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Self-Assessment– Course Learning Outcomes

#	Learning Goal	Your Paraphrase	Score 0-5	Evidence of Learning
	Write below (verbatim) all course learning outcomes listed in the syllabus.	Rewrite each course learning outcome in your own words.	Rate your learning (see score key)	Briefly describe an example (or provide a hyperlink to your work) to demonstrate your level of learning.
1	<u>Examine</u> how attitudes towards linguistic standards empower and oppress language users.	Explore how views on language standards can affect speakers positively and negatively	5	I learned through the course readings how language standards, such as speaking a certain dialect, can have a negative effect on others. For example, in the course reading Mother Tongue by Amy tan, she quotes "I was ashamed of her English. I believed that her English reflected the quality of what she had to say"(78).
2	<u>Explore and analyze</u> , in writing and reading, a variety of genres and rhetorical situations .	Learning to interpret writing in different genres	4	Different genres I explored would be personal essays (My personal essay and Amy Tan's personal essay, including June Jordan's essay) and argumentative essays.
3	<u>Develop strategies</u> for reading, drafting, collaborating, revising, and editing.	Learn and create ways to read, write and improve writing	4	I learned through my visits to the writing center where I improved my writing. For example when I was told to make my 2 sentence summary more concise "In her 2013 article, "Dialect, Interaction And Class Positioning At School: From Deficit To Difference To Repertoire," Julia Snell, Professor of Sociolinguistics at King's College London, asserts that promoting.

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4	<u>Recognize and practice key rhetorical terms and strategies</u> when engaged in writing situations.	To see and put into use rhetorical terms when writing	3	An example is when I acknowledge the term "audience" in my cover letter and how this shaped my writing. For example I wrote "I was able to tailor my language and rhetorical choices to appeal to my audience by vividly describing experiences that would seem funny, yet are real experiences that those who stutter may
5	<u>Understand and use print and digital technologies</u> to address a range of audiences.	Use technology to reach a bigger/certain audience	5	An example would be when I used technology to find sources that could help communicate my ideas to my audience.
6	<u>Locate research sources</u> (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.	To be able to research credible evidence on variety of databases	4	An example would be going to the library to help find sources in the CUNY libraries that would help with research with my synthesis essay
7	<u>Compose texts that integrate a stance</u> with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.	Create essays that stand towards a topic and is organized accordingly	4	An example would be finding and creating a topic for both my LLN and my synthesis essay. For example my topic for my synthesis essay was how misunderstandings of different English dialects create social and educational barriers for speakers from urban or

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8	<u>Practice</u> systematic application of citation conventions .	Practice citing sources	5	An example would be when I cited my sources for my synthesis essay Guardian News. "Such Good English": Trump Praises Liberian President's Use of His Country's Official Language." <i>YouTube</i> , 10 July 2025, www.youtube.com/watch?v=LhrIdThe3RY .
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