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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 above)	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.	English 110 provided an in-depth explanation on what language and literacy discrimination is and how language and literacy discrimination creates barriers for individuals who do not fall under the standards of “proper English”.	5	My synthesis essay allowed me to develop on my discovery of language and literacy discrimination by diving deep into the experiences of my grandmother, as well as using the negative mental and physical effects of language and literacy discrimination through online articles and studies. https://docs.google.com/document/d/1FC3ge3JdiePzmozB9m_KmtjV3_Whq2BP81RGQcEav8/edit?usp=sharing
2	<u>Explore and analyze</u> , in writing and reading, a variety of genres and rhetorical situations .	Using a variety of texts from the perspectives of individuals with vastly different experiences to gather a multitude of experiences to widen our perspectives on	5	Texts like Amy Tan’s “Mother Tongue” and Ashawnti Young’s “Should Writers Use They Own English?” provided two different perspectives on language and literacy discrimination from two vastly different life experiences and how these experiences created a negative impact on them or their family members' lives.

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		English and some of the issues that come with English standards.		
3	<u>Develop strategies</u> for reading, drafting, collaborating, revising, and editing.	Using multiple drafts that continuously require improvements, as well as using peer review and editing as real time feedback allows for the better expression of ideas and arguments so they are more fluid and give the reader a valuable read.	5	Having multiple drafts of the language and literacy narrative, the synthesis essay, and the final reflection allowed for continuous improvements in my writing through constant teacher feedback which made my writing accelerate to higher levels
4	<u>Recognize and practice key rhetorical terms and strategies</u> when engaged in writing situations.	Understanding key rhetorical terms and strategies through the variety of stories, TEDtalks, and worksheets to strategize my writing and develop a strong essay.	5	Using the key rhetorical terms and strategies from the various stories, TEDtalks, and worksheets allowed me to strategize and outline my essay to write a strong argument and to get my ideas across clearly to the reader.
5	<u>Understand and use print and digital technologies</u> to address a range of audiences.	Gathering sources that appeal to different audiences while also learning how to write	4	Getting sources, writing in specific formats, and using multimedia in my language and literacy narrative and my synthesis essay allowed me to reach my intended audiences through the way I

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		to reach certain audiences presented the opportunity to get to certain audiences to present the argument clean and concise.		used a certain language and how I used a variety of media types to appeal to a specific or multiple specific audiences.
6	<u>Locate</u> 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.	Accessing the school computer lab, as well as a computer research professor to find a variety of databases and scholarly book/sources to derive valuable information that will elevate our research based writing	5	Using the in school computer lab with a research professor during our class period built a foundation for us to research correctly and additionally, how to find important and deep sources that will give us valuable information for better and more argumentative writing.
7	<u>Compose</u> texts that integrate a stance with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.	Finding multiple different texts and sources that strongly write about both sides of an argument so there are multiple views to analyze and the reader can choose their side after the argument and evidence is presented.	4	Gathering sources from multiple view points while additionally finding sources that align with my argument created an essay that analyzes one specific view point and also argues for the opposite view point for a balanced essay that the reader can develop any opinion on.

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8	<u>Practice</u> systematic application of citation conventions .	Learning about the variety of ways to cite sources in MLA, APA, etc, based on major specifics, to correctly cite our sources for readers to access and read for themselves.	5	Citing sources in MLA format for my synthesis essay allowed for my essay to be more structured and for the sources to be easily accessible for readers to see for themselves and to develop their own stance after reading my essay.
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