

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.

Your Name: **Kelly Ndizeye**

Self-Assessment– Course Learning Outcomes

#	Learning Goal	Your Paraphrase	Score 0-5	Evidence of Learning
1	<p>Write below (verbatim) all course learning outcomes listed in the syllabus.</p> <p>Examine how attitudes towards linguistic standards empower and oppress language users.</p>	<p>Rewrite each course learning outcome in your own words.</p> <p>Explore how views on language standards can affect speakers positively and negatively</p>	<p>Rate your learning (see score key above)</p> <p>5</p>	<p>Briefly describe an example (or provide a hyperlink to your work) to demonstrate your level of learning.</p> <p>Throughout this course, I gained a deep understanding of how language judgments affect people emotionally, socially, and academically. Amy Tan's <i>Mother Tongue</i> showed me how "broken English" can cause discrimination. Jamila Lyiscott revealed how people can be "articulate" in multiple Englishes. In my synthesis proposal and rhetorical summaries, I analyzed how linguistic standards can silence students with accents. While writing and revising my long synthesis essay, I explored how language diversity both empowers identity and can create fear when people feel judged. My own experience of fearing speaking because of my accent helped me understand this more personally. This self-assessment will help me reflect on these ideas in my final reflection.</p>

Your Name: **Kelly Ndizeye**

2	<p><u>Explore and analyze</u>, in writing and reading, a variety of genres and rhetorical situations.</p>	<p>Practice reading and writing different types of texts and understand why each one uses specific strategies.</p>	4	<p>This semester, I worked with a variety of genres: personal essays (Tan), poetry (Hughes), spoken-word performance (Lyiscott), academic articles, worksheets, online research, and multimodal sources. In multiple assignments, such as the Rhetorical Summary Worksheets and Synthesis Practice Worksheet, I analyzed how purpose, audience, and context shape each text. I learned to compare genres, noticing how Lyiscott uses performance to persuade, while Hughes uses quiet emotion, and Tan uses storytelling. These skills prepare me to write my final reflection, in which I must evaluate how these genres influenced my thinking this semester.</p>
3	<p><u>Develop strategies</u> for reading, drafting, collaborating, revising, and editing.</p>	<p>Learn to improve writing through reading, planning, class activities, peer feedback, rewriting, and editing.</p>	5	<p>I wrote multiple drafts for almost every major assignment, including the synthesis essay, proposal, and research worksheets. I learned to expand ideas, reorganize paragraphs, deepen analysis, and revise for clarity and conclusion. Peer reviews helped me see weaknesses and strengths in my writing. Instructor feedback, such as “make sure you have a clear voice”, “Think about the audience,” and “Bring in multimodality:”) guided me to strengthen my drafts. This self-assessment helps me outline how these revision skills supported my growth.</p>
4	<p><u>Recognize and practice key rhetorical terms and strategies</u> when engaged in writing situations.</p>	<p>Know how to use rhetorical tools such as audience, purpose, tone, thesis, and evidence in my own writing.</p>	4	<p>Throughout the semester, I practiced rhetorical reading and writing in assignments like the 2-Sentence Rhetorical Summary Worksheets, where I identified each author’s main claim and rhetorical purpose. In my synthesis essay, I considered my audience (college students and professors) and used a tone that was reflective, emotional, and persuasive. I adjusted my writing style to be clear and accessible.</p>

Your Name: **Kelly Ndizeye**

<p>5 <u>Understand and use print and digital technologies</u> to address a range of audiences.</p>	<p>Learn to use digital tools (Google Docs, media, videos, online sources) to write and communicate clearly.</p>	<p>3</p>	<p>I used digital tools for research, online writing, and multimodal analysis. Lyiscott's video taught me how performance communicates in ways print cannot. I conducted online research through databases and credible websites for my synthesis essay. I also used Google Docs for drafting, sharing, and revising. These experiences help prepare me for final reflection writing because I can discuss how digital tools shaped my understanding.</p>
<p>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.</p>	<p>Learn how to find trustworthy sources and decide if they are reliable.</p>	<p>4</p>	<p>In my Revised Researching Online Worksheet and Synthesis Proposal, I practiced evaluating sources for credibility, purpose, and relevance. I used academic journals, educational websites, and news articles to support my synthesis essay. I learned to verify authors, publication dates, and bias.</p>
<p>7 <u>Compose texts that integrate a stance</u> with appropriate sources, using strategies such as summary, analysis, synthesis, and argumentation.</p>	<p>Learn to integrate my ideas with sources to build strong arguments.</p>	<p>5</p>	<p>My synthesis essay demonstrated this clearly. I took a strong stance that language diversity should be celebrated, but balanced with clear communication, and supported it with Tan, Hughes, Lyiscott, Young, and academic research. In class worksheets, I practiced summarizing texts, analyzing rhetorical choices, and combining ideas across readings. This</p>

Your Name: **Kelly Ndizeye**

				self-assessment helps organize my understanding so I can discuss it more completely in the final reflection.
8	<u>Practice</u> systematic application of citation conventions .	Learn to use MLA citation rules and avoid plagiarism correctly.	4	I used MLA format in my synthesis essay, rhetorical summaries, and other assignments. I practiced in-text citations, signal phrases, and Works Cited pages. I revised citations as needed, and I learned to integrate quotes smoothly.