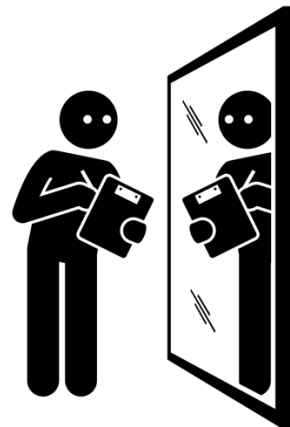


Final Self-Assessment Worksheet

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 does 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 your Final Reflection Essay. So there is a very practical benefit as well. Feel free to take up as much space as you need.
- Finally, this assessment helps other teachers and administrators of First-Year Writing at City College who collect and analyze student work to gauge the effectiveness of the curriculum and to determine areas for improvement and teacher training.



Self-Assessment Via 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 below)	Briefly describe an example (or append or hyperlink your work) to demonstrate your level of learning.
1	Write clear and organized academic essays.	I can write essays with a clear structure: introduction, body, and conclusion.	3	My cultural narrative about NYC showed clear organization of my ideas and experiences. My in-class essays also followed proper essay structure.

2	Analyze and interpret cultural texts.	I can explain and relate cultural works to my own life.	3	My NYC poem analyzed city life and culture while connecting it to my personal perspective. In-class text analyses helped me understand cultural meanings.
3	Revise and improve my writing based on feedback.	I can revise my work to make it better after receiving feedback.	4	After peer review and teacher comments, I revised my cultural narrative, poem, and short essays, improving clarity and word choice.
4	Use evidence to support ideas.	I can back up my points with examples from texts, experiences, or research.	3	In my essays and narratives, I used personal experiences, observations from NYC, and quotes from assigned readings as evidence.
5	Reflect on my writing process.	I can think about what I learned and how I wrote my work.	4	Writing reflections after each assignment helped me evaluate my growth and understand my writing process.
6	Connect writing to personal and cultural experiences.	I can show how my writing relates to my identity and culture.	4	My cultural narrative, NYC poem, and in-class assignments all drew from my personal experiences, Mexican heritage, and life in New York.
7	Collaborate with peers effectively.	I can give and receive constructive feedback in groups.	3	During workshops, I shared drafts of my narrative and poem, gave suggestions to classmates, and applied their feedback to my work.
8	Demonstrate academic integrity and proper citation.	I can cite sources correctly and avoid plagiarism.	4	In my essays and reflections, I cited sources properly, used my own ideas, and followed MLA formatting when required.

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

