

Figure 1.7: Engaging in Self-Assessment

Directions: As we conclude the marking period, reflect on your progress in this class. Then, write a thoughtful, specific reflection that honestly evaluates how you have shown up as a student in class this marking period. Use this handout to brainstorm ideas before you begin writing your reflection.

1. Review your assignments, assessments, and Notebook work for evidence of growth in this class to include in your reflection.
2. Write three explicit pieces of observable evidence and explain what they illustrate about you as a reader, writer, speaker, and listener. Remember that the evidence needs to be concrete and specific.

Some ideas of evidence could include the following.

- Feedback from your written work
- Feedback from your teacher or peers
- Notebook pages and submitted assignments
- Moments of gratitude
- Behavior that demonstrates the classroom values

How have you extended your learning beyond the classroom? (Give evidence.)	What does this evidence showcase about you as a learner?

3. From the previous examples, do you notice a theme or trend? Look for commonalities and connections to develop a clear claim that captures the essence of your performance this term.
4. Develop a claim that answers this question in one sentence: How would you describe your experience in this class? (For example, "This term, I tried to meet my new goal of contributing

to more conversations rather than just listening because I am actually doing the reading, and I want to show that to you and my classmates.”) Write the claim in the space provided.

5. Begin writing your reflection and keep the following guidelines in mind.

- Begin your reflection with your claim.
- Have three body paragraphs, each with a specific example supported with evidence. Make sure it is double spaced.
- Each body paragraph should begin with a clear topic sentence and offer a specific example with evidence that supports your claim. For example: *This term I was an active listener during The Great Gatsby chapter 4 Socratic seminar and kept track of people’s specific comments. On my peer feedback form, Claire noticed that I shifted the conversation from kids blaming Myrtle for her own death to having some sympathy for her because her life didn’t turn out how she planned. She’s as disappointed as Gatsby, so why do people feel bad for him and not her?*
- In your conclusion, set some goals for the next marking period, including action steps you will take to achieve your goals. For example: *My goal for the next term is to increase my ability to bring new perspectives to conversations and encourage deeper thinking. Although I’ve gotten better at jumping into the conversation, I still usually agree with people’s points and add my own example rather than taking a chance and making a point that people might not agree with. I plan to “be more original” in my next book club meeting and remember that my club members aren’t judging me.*
- Give your piece an interesting title that expresses the theme of your reflection.

6. Write your follow-up goals and action steps in the chart provided.

Goal	Action Step