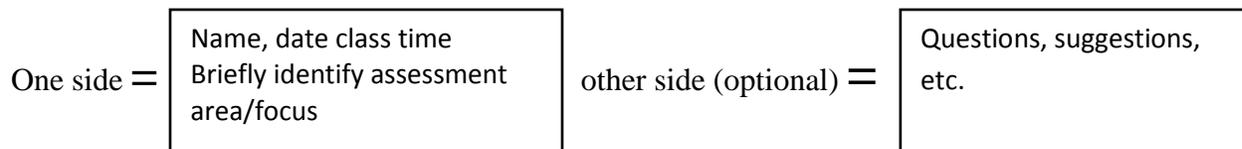


## Academic Self-Assessment

I. Rationale? (we'll do this together)

II. What does it look like?

Posing Questions (index cards)



*Erin 1-12-11*

*Weekend reading: went smooth because I paced myself; writing essay was bumpy bec. I couldn't find the right words*

*Can we spend more time on writing without getting stuck?*

1. How did studying/HW go?
2. What do I mean?
3. How could studying go?
  - a) Bumpy? Why?
  - b) Smooth? Why?
  - c) Both? Why?
4. How have I surprised myself?
5. How did I use class time?
  - a) What am I getting?
  - b) What am I giving?
6. Am I using the syllabus to keep track of and prepare for class?
7. Am I communicating with Erin and Peer Mentor?
8. Am I working with a tutor?
9. Have I attended RWSSC Workshops?
10. How am I using feedback?
11. What aspects of my study and learning am I satisfied with (continue?)
12. What aspects do I want to/am changing?
13. What else?

### III. Assessing Documentary evidence of Learning and CAPs

1. What do you notice about your journals?
2. Compare your earliest journals to the two most recent: any patterns? Any changes?
3. Some things to look for:
  - a) Changes in length of “ME” entries:
  - b) Changes in length of Source entries:
  - c) Going beyond miniEssay 3 paragraph/1pg. minimum
  - d) Signs of CAPs
4. Plausible interpretations of a-d
5. What else?

### VI. V. Assessing the process & experience: Breaking down some elements of Studying & Learning for Assessment & Some CAPs-based strategies

- a) Time (enough etc.)
- b) Timing (when, meet due dates?)
- c) Understanding task
- d) Getting help
- e) Payoff
- f) Confidence: before, during after
- g) Taking a problem-solving approach
- h) Using erin, Peer Mentor and peers' feedback
- i) Feedback for erin
- j) What else?

- 1)PK Inventory
- 2)Previewing
- 3)Note-making & note-taking
- 4)Double-entry journals”  
read/react;  
whisper/shout/says/does
- 5)Finding 1-liners
- 6)Iceberging
- 7)What else?

