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VUSM 100 Self-evaluation 2

The point of this assignment is to ask you to use your reflections and assignments to make claims about your learning progress this semester. These claims will require evidence to support them from your work and/or readings.

This exercise will probably take you about two hours. Schedule the time for it. Get comfortable. Assemble your tools (laptop, books, beverage, and a snack.)

Prepare

Task 1: Assemble all of your work for the semester, but focus mostly on work completed since mid-term. This includes the following:
1. All notes on class discussions and/or readings
2. All assignments with feedback from peers and/or instructor
3. All formal and informal reflections
4. Goals tracking chart
5. Feedback from Self-evaluation 1

Task 2: Read it all, and take some time to mentally reflect on what you have learned.

Short Answer

Task 3: Please answer this question regarding your learning goals.
1. What were your own learning goals for this class since mid-term? What progress are you making on those goals? Provide evidence from your own assignments or experiences.

Task 4: Please answer some questions about course content, observations about your learning, and your interest level regarding material covered for the entire semester.
1. What aspect/topic/subject of the course *interested* you the most? Why?
2. What aspect/topic/subject of the course have you *learned* the most about?
3. Were you especially proud of any particular assignment or discussion? Which one? Why?
4. Have you been surprised by anything we have done or discussed? What and why?
5. Think about your Personal Values Statement from earlier this semester. What values did you list as important? Would you add to or change any of those values? Why or why not?

Task 5: Please answer some questions about the Community Project.
1. What was your role in your group's project? Did you fulfill that role to the best of your ability? Why or why not?
2. What did you personally learn about the way values influence the world of work and our community?

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Task 6: Please answer this question regarding our class' values.
At the beginning of the semester, our class developed the following values to guide our interactions with each other this fall: [insert class values here]

1. Evaluate how you personally did in upholding these values. Provide specific examples.
2. Evaluate how you think the class as a whole did in upholding these values. Provide specific examples.

Task 7: Please answer some questions about your course engagement with and preparations to be successful in this course.

1. Approximately how much of the reading did you do? This includes reading assignment sheets, the common read, and reviewing resources posted on Moodle.
   - 90-100%
   - 75-89%
   - 50-74%
   - 25-49%
   - Less than 25%

2. Did you actively engage in all the discussions? If not, explain why.

3. Did you actively engage in all community events such as Service Saturdays and any other events you attended? If not, explain why.

4. Were your assignments turned in on time? Number of late assignments and explanation, if relevant:

5. Did you talk about the class material outside the class?
   - All the time
   - Sometimes
   - Rarely

6. Which things did you tend to talk about? To whom?

Task 8: Address the learning outcomes for the class. Rate yourself according to the scale provided. Explain your ratings when you write the essay required in Task 9.

Learning Outcome	I'm still working on this.	I feel confident in this.	I feel I've mastered this.

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1. Identify and analyze personal values.			
2. Demonstrate and understanding of Viterbo's Franciscan history, mission, and values.			
3. Develop strategies for becoming an engaged learner.			
4. Develop strategies for becoming an engaged community member.			
5. Identify and use campus resources that support personal growth and wellbeing.			

Essay

Task 9 Essay: Evaluate Your Overall Academic Achievement

Prompt: Please write an essay to propose a letter grade for your work using the **Descriptive Letter Grades** chart at the end of this document. Viterbo recognizes blends of these letters, too, so you may propose, for example, an AB or BC for your work this semester.

Format: Essays should use Times New Roman 12 pt. and be double spaced.

Organization: In the introduction, you should propose your letter grade and preview the rest of the essay. In the body, you *will need explicit evidence* from your own work to illustrate and support your claims. You should tie your evidence directly to the criteria in the descriptive letter grades chart. In your conclusion, you should summarize your reasons and leave the reader with some closing thoughts on your learning so far.

Evidence: Explain and support your self-evaluation by using direct evidence from your work for the class. Quote from your assignments, reflections, notes, etc. OR insert images of the elements

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you are using to support and/or illustrate your claims. The evidence should primarily come from *your own work*.

Please note: I reserve the right to change the grade you've given yourself based on the evidence of your work in both completion and quality in relation to the standards of the class student learning outcomes.

Warning: While I always appreciate your hard work, you should not use hard work or effort as your evidence for your grade. (i.e. "I worked really hard on my assignments, so I should get an A.") I will stop reading if your essay makes this argument. You need to assess your academic achievement.

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Descriptive Grading Criteria
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You must use phrasing from the Descriptive Grading Criteria throughout your self-evaluation essay, supporting it with concrete evidence from your work.

You're not assessing effort (i.e. "I worked really hard on this") but achievement—and providing concrete evidence from your work to support your claims about your achievement of the learning outcomes.

A Outstanding	• Demonstrates a high level of understanding of concepts and mastery of course learning outcomes in essays, homework, and in-class writing/ reviewing assignments (see Course Learning Outcomes in Task 8) • Exhibits novel, insightful, and/or creative ways to show learning • Shows frequent evidence of growth, turning weaknesses into strengths
B Good	• Demonstrates a good grasp of concepts and course learning outcomes in essays, homework, and in-class writing/reviewing assignments • Exhibits a combination of standard and novel/insightful/creative ways to show learning • Shows some evidence of growth
C Satisfactory	• Demonstrates a satisfactory grasp of concepts and meeting course learning outcomes in essays, homework, and in-class writing/ reviewing assignments • Exhibits standard ways to show learning • Shows little evidence of growth
Incomplete	• Does not show satisfactory grasp of concepts and course learning outcomes in essays, homework, and in-class writing/reviewing assignments • Provides little to no evidence of learning to make a determination • Shows no evidence of growth

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Please write your essay here: