

SELF EVALUATION

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In contrast to teacher-student evaluation or peer evaluation, some educators believe students should have the power and the knowledge to assess their own learning by upending traditional power roles in the classroom.

In her own courses at Portland State University, Vicki Reitenauer changed her time spent grading into time learning about students, their goals, and providing support along the way.

OUTCOMES:

- Students reflect on assignments and on their overall performance as a final assignment, claiming their grade.
- Teacher-student relationship becomes the principal focus of the instructor's work.
- Students develop their learning goals and communicate and revise them regularly with the instructor.
- Instructor is free to guide and support student learning on more equal terms.
- Goals and class standards should align, else instructors help align them.
- Students hold themselves accountable to their goals and the assignments.

Women, Writing, and Memoir

Winter 2017

Reflective Self-evaluation

Due: Thursday 3/23/17, via email (as an attached Word doc, please)

In this final piece of writing for “Women, Writing, and Memoir,” you will consider all of your work in the course and decide how well you engaged with this learning community and with our course materials, in pursuit of the goals you identified for yourself at the start of the term. After completing this self-reflection, you will determine your grade for the term and describe how you came to that determination.

In thinking about your grade, I offer the following flexible rubric to provide a framework for your decision-making. These parameters align with the “spirit” of the grading system more than with a rigid quantitative breakdown:

A = Outstanding. Consistently did your best work/made your best effort.

B = Good. Regularly did your best work/made your best effort.

C = Average. Occasionally did your best work/made your best effort.

D = Below average. Rarely did your best work/made your best effort.

Below you'll see an itemization of your attendance in the course and your completion of course assignments. On the back of this sheet you'll find a series of prompts to follow in crafting your reflection.

Here's the record of your work in our course:

- Attendance and participation:
- You were present for _____ out of 18 classes, for an attendance rate of _____%.
Note(s) on attendance/participation:

Assignments:

Orienting Reflection _____
Submission(s) of draft work _____ (Expectation: 2 submissions)

Book groups:

• Facilitation _____
• Pre-discussion assignment _____
• Facilitation Plan _____
Mid-term 1:1 _____
Project reading/presentation _____
Project + reflection (due 3/20/17)
This reflection (due 3/23/17)

For what it's worth, I don't care at all about your grade—but I do care deeply about the integrity with which you determine your grade. I do not already have in my head an idea of what grade you've earned in the course; that's for you to decide, after genuine and deep reflection. If your grade seems artificially high or artificially low to me after I've read your reflection, I'll ask you to have a conversation with me about your final grade. If this occurs, I will let you know via email, and you will see an “M”—for “missing”—on your transcript until we arrive at a mutually-agreeable landing place. An “M” grade will only stay on your transcript for one term; after that, it will convert to an “X,” which cannot be changed.

When you have arrived at the grade you believe you have earned, I'd encourage you to do this self-check:

- If you feel or sense that you have minimized yourself or your efforts in relation to the grade—that you have made yourself “small”—consider that you may have under-inflated your grade.
- If you feel or sense that you are getting away with something, consider that you may have over-inflated your grade.