**Examples of Course Self Evaluations**

In Week Three, you will provide your own rubric for how you intend to evaluate your work at the end of the quarter. You will assign yourself an intended grade, based on how you would imagine grading yourself should you accomplish what you set out to accomplish. The following are examples of initial self-evaluations from prior students in Foundations of Social Change. While these students took the course residentially and some of the assignments differed, they received essentially the same description of the assignment as you have, which is the following from the syllabus.

**SELF-EVALUATION/GRADING PROCEDURES:** I will provide written feedback on assignments, but students will evaluate their own work in the course and assign themselves a grade. By the end of the second week you should have a clearer picture of the expectations of this course. By the third class week, your Self-Evaluative Reflection will be a narrative description of your intentions for fulfilling all of the course requirements as they are delineated in the syllabus: ***participation (including discussion forums), self-evaluative reflections, the biography and book discussion/presentation (tell me which book you are planning to read!), community-engaged project, final reflection paper, and how you will evaluate what you have done by the end of the course***. This will essentially serve as a contract between you and me, and with yourself. This evaluation due during Week 3 as a part of your Self-Evaluative Reflection Google Doc. It can be as long or as short as you wish in order to communicate your intentions. You may not be completely sure of what you will do for all of your projects, but you can indicate where you are leaning. At the end of this narrative, please tell me what grade you intend to achieve.

Be sure to address yourself to each of the bolded and italicized items above. The following are just examples, which as you will read, differ widely, based on student’s personalities and needs.

**EXAMPLE 1**

As you may know, I am a quiet person. In classes, I get caught up in listening to what others have to say and often forgot to insert my own thoughts and opinions. With that said, my goal for every class that I take is to find ways to insert my voice more. This often involves granting authority to my opinions and ideas and not fearing what will happening if I share them.

In order to participate in the class discussions, I will need to read prior to each class. If I am honest, I do not always get every reading done, but it is always my goal to read efficiently whatever reading I get done and to have things to discuss from it. In the last few weeks I have gotten behind on reading, because of being out of town, but I plan on catching up with what I have missed and not covered.

I have been enjoying the book that I am reading for our class discussion and I am excited to hear what others are thinking about it. In order to be prepared I will process what I have read before class and have ideas to discuss before I come to class. This, I think, will help me to participate fully and vocally in the discussion.

As I think to the final project I have leaning a few different ways. One thing that I am thinking about doing is attending a protest and then making a collage about it. I am also thinking about interviewing someone within the community who is active. This interests me, because I desire to learn more about what is going on in my own community and to learn from their experiences in working towards social change. The last thing that I am thinking about doing is something that is a little out of my norm and that is to create a poem from the thoughts of those in my community on justice. I am normally not a creative person, but I see this as a good challenge to stretch my comfort zones.

I am looking forward to the final paper and plan on completeling it in a timely manner. I enjoy final reflection papers, because they help me to bring together everything that I have learned and to continue to process the knowledge that I have gained.

At the end of the course I will evaluate myself, by looking at the amount of reading that I actually did, how much I participated, whether or not I pushed myself in sharing my thoughts, whether I completed assignments on time and put sufficient effort into completing them and the amount of learning that took place during the quarter. By the end of this quarter I hope to earn a B+ in this course.

**EXAMPLE 2**

I really appreciate the opportunity to fully evaluate myself and my educational experience. Being able to hold myself to a standard that I’ve set makes me feel more accountable and in control of my learning processes. It is my full intention to make it to every class. I will focus on not just being present, but being fully prepared to engage in class discussions. I also hope to better examine my responses in class…sometimes I think I just talk to talk instead of making an articulate and poised argument. Perhaps I should work on sitting back, listening, and letting some of the newer students flesh out these issues. I never want to dominate a discussion, and I think it will be a good challenge for me to hear what others have to say. I am also hoping that by the end of the quarter I will be confident to share some of my poetry! I have already completed my initial essay, and I am hoping to finish *Heartbeat of Struggle* by the end of the week so I can be prepared for the in-class discussion next week. As far as the artistic community engaged project, I haven’t yet finalized what I’d like to do. I am thinking that I’d like to make a timeline/collage of my own involvement in social action issues, and write a short reflection on what events have been significant to my developmental understanding of social justice. I have plenty of pictures, slogans, and action related memorabilia that I think would be really cool to turn into some piece of art. Lastly, I fully intend on turning in a well written final reflection paper at the end of the quarter. I know that sometimes life happens and there might be a time when I am ill prepared for class, but I hope that this only happens under extenuating circumstances. I think for the most part, these learning goals are very attainable and therefore I’d like to give myself an “A.”

**EXAMPLE 3**

My approach to evaluating my grade for the quarter is to base my work on a percentage scale of how well I believe I can achieve the work in comparison to what is excepted of me as a participant in the class. The scale looks like this:

0% - 9% - Total crap on all levels.

10% - 19% - I did *something*, but not very well.

20% - 29% - I did *something* and I did it well, but the *something* that I did was quite small and not even close to what was expected of me.

30% - 39% - I genuinely learned from the small amounts work I did, but I’m still not accomplishing enough work to get anything productive out of this class.

40% - 49% - My work is becoming less of a waste of time, but I need to do much, much better.

50% - 59% - I’m halfway to being an active and engaged participant in the class.

60% - 69% - I did most of the readings, but did not genuinely engage with them. I had little to contribute to class discussions.

70% - 79% - I did most of the readings and I am engaged with the material. I did not feel like a waste of space in class.

80% - 89% - I did all of the readings and I contributed in class discussions. I walk away feeling like I could have engaged more with the assignments and class participation, but overall I feel good about my work for that day.

90% - 100% - I’m in it to win it. I learned new things or expanded/challenged my previous knowledge. I’ve done all of the work expected of me and I have done it thoroughly and thoughtfully. I walk away feeling that I engaged with the assignments and discussions to the best of my ability. There are small improvements that can be made, but overall I gave the assignments and the class my best and most genuine efforts.

**Attendance and Participation – B (85%-89%)**

1. Genuinely try to learn the concepts, principles, and material.

I believe that I can achieve 100% of these expectations, however I don’t know how this can be possible given that I believe I will not be able to complete 10% of the readings for the quarter. With this in mind, I will most realistically be able to complete 89% of this expectation.

1. Come to class prepared having read the assigned reading carefully and thoughtfully.

I would like to achieve 100% of this, but I know that between balancing work and school, I will most likely not be able to have every assignment read fully and carefully each week. I am giving myself the goal of have 85%-90% of the readings for the quarter completed with the desire to accomplish more.

1. Come to class and participate enthusiastically.

I have one potential work conflict that will keep me from being in class on October 4. This is the same date as the In-Class Book Discussion and I really do not want to miss that, so I am trying to find a way to be in class that day. It is also possible that I will not be able to be in class on November 8th due to a work commitment, but I am willing to turn in a written response to the readings for that week in lieu of in-class participation. Tuesdays are really long days for me (I drive to Boulder at 7am and return to Denver at 5pm) and sometimes it is hard for me to be enthusiastic during the second half of class, however I try my best to push through that and be fully present during class. Given this and my two potential absences, I will say that I will be able to achieve attendance and enthusiastic participation for 85% of the quarter.

1. Turn in assignments on time.

I expect to achieve this 100% throughout the quarter.

1. Participate in a mid-course evaluation for the course on Moodle.

I expect to achieve this 100%.

**Initial Essay** **– A (90% - 95%)** I believe that I could have expanded a little bit on some areas of the essay, but overall I answered all of the questions appropriately and completed it on time.

**In-Class Book Discussion – A (90%-100%)** As discussed earlier, I may have to miss the October 4th class. I have a Church Council meeting that night and it is part of my job responsibility to be there. I will be in discussion with my boss this week in hopes that we can negotiate me being in class. If I cannot be in class that day, I will turn in the required 5-page reflection paper, having fully completed the book thoughtfully. If I can be in class that night I will participate in the discussion, also having fully completed the book thoughtfully. I expect that I can achieve this goal with 90%-100% satisfaction.

**Artistic, Community-Engaged Project – A (90%-100%)** My plan for this project is to write at least three songs based off of social change concepts addressed in class. The specific inspiration for the songs will come from images that have been informed by social change movements. I will collect these images from newspapers, books, or personal photos. The songs will be recorded and burned to a CD, which will be packaged with the images and lyrics of each song. As a singer/songwriter I understand that this is a big task and I may be regretting this decision later. However, I am extremely passionate about songwriting as it is one of my primary outlets of expression. It is my goal to make this project 100% awesome.

**Final Reflection Paper – A (90%-100%)** As of today, I do not know exactly what my three perspectives will be. I do expect to complete the paper genuinely, thoroughly, and on time.

**Overall Grade for the Quarter** **– A (90%-95%)** I want to get the most out of this class. I want to do my work well and engage with the concepts, materials, and my classmates. I know that I will miss some readings and have a class or two when I have low energy and little to say. I want to complete the assignments, readings, and discussions with a 90% - 100% expectation of my work and abilities.

**EXAMPLE 4**

 The idea of self-grading is one that is very scary for me – I’ve been so used to getting the set of requirements from the teacher and then doing whatever I could to meet or exceed those goals. I will try to be as honest and as open as I can while trying to be just and fair about my work in this class. As far as attendance and participation, I know that I will be missing one class this quarter. I will be traveling home before the end of the quarter, I’m not exactly sure when (Oct I think) but due to traveling I will have to miss one class session. I will not miss more than one. I am too excited about the coursework and discussions to miss class sessions! As far as in class participation, I will try to be as open as I can, but when it comes to social justice I feel like I am very far behind compared to my classmates. Usually when I feel this way I don’t speak up in class for fear of being wrong or chastised. I will do my best to be more outspoken about my thoughts or opinions, but it will honestly be a struggle for me. Speaking out in class has always been an issue for me, and I hope to push myself in that area. Based on those ideas I hope to get a B/B+ in my participation grade. I know that I won’t get to all of the readings for each week, but I would like to read all of the books that we’re assigned and then at least 80% of the articles posted on Canvas. I will try to read them all, but I know that in the course of graduate school sometimes you have to pick your battles. If I read all assigned readings I would give myself an A, 90% B+ and 80% B. I will definitely read at least 80% of the additional assigned readings. Since I already completed my initial essay, I know that I answered all of the questions in the syllabus and I tried to be as honest and as frank as I could. My writing style was a little disjointed, but the assignment was done and handed in on time. I give myself an A for that assignment. The next assignment that we have – framing – I have yet to pick a photo but it is in the forefront of my mind. I will have it handed in on time and I will meet the requirements for the Canvas portion. I hope to find an image that is challenging to myself, one that makes me think outside of the box. I plan on looking at my classmates’ photos, and being active in the discussion. I expect myself to struggle a little on the perfect image (I can be a perfectionist) but I will do what I can. I am already almost half way in the additional book study, I plan on finishing reading it before week five and being very active in the in class discussion. I am taking notes on the book and am making sure to get all out of it that I can. I really enjoy the book that I picked and I am looking forward to discussing it as a small group and as a class. As far as the artistic community project goes, I really have no idea about what I am going to be doing. I am very drawn to music, so I am contemplating doing something related to music – maybe writing a few songs? I am still sort of wondering what I will do, but I do know that I will hold myself to a high standard when I find what I want to do for this project. For the final reflection, I plan on attending a Pro-Choice or gay rights rally/protest. Those are two social justice issues that are very close to me. I plan on answering all of the questions posed in the syllabus and writing a well-crafted 10-page final paper. I will cite the appropriate texts and sources and make sure that I am incorporating everything into a well-written final reflection.

 If I do all of the things that I have outlined in this initial self-evaluation, I would like to get a B+/A in this class. I will strive to get that grade and I will work hard in order to succeed. I hold myself to a high standard, especially after changing my major to MASC and I hope to succeed in this class. The idea of self-evaluation is scary, I can be very hard on myself, but I think my goals and plans are achievable and I plan on getting a high grade in this class.

**EXAMPLE 5**

I am going to grade myself the only way I know how…by using the formidable A, B, C, D, F sliding scale.

* **A (90-100)**: I followed all six course guidelines, expanded upon them, engaged myself wholly in them, and left class feeling like I totally understand the foundations of social change Hurray!
* **B (80-89)**: I followed all six course guidelines, mostly expanded upon them, engaged myself and left class feeling like I could sound like I knew what I was talking about, even if I were fluffing it up a teeny bit. Hurray.
* **C (70-79)**: I followed most of the six course guidelines without much expansion, spoke here and there, and left class knowing about one or two social changemakers. Hurray?
* **D (60-69)**: I did whatever of the six course guidelines I felt like doing, sat through class quietly, and left class wondering why I paid when I clearly learned nothing. Not hurray.
* **F (0-59)**: I just didn’t.

**Attendance and Participation:**

 I already missed the first class due to a prior engagement (literally! hehe!) and therefore can’t give myself a full 100%. That being said, I did the readings and true to my Type A personality, I turned in my essay the instant I figured out how to log onto Canvas. I also like to talk (but only when I know what I’m talking about). I hope I know what I’m talking about. I hate the sound of clicking laptops when I’m trying to write in my notebook, so I won’t have my laptop on me unless I forget a notebook, which is a tragedy. I’m looking to score a solid **90%**.

**Initial Essay:**

 I already did this, so that’s a plus. I probably could have written more, but after rereading it with the questions that were prepared, I feel pretty good about it. It was a look at my personal experience, and I like that it shows a little bit of my naïveté to all of this “social change” business. I think it was a **95%**.

**Mini-assignment on Framing:**

 I love photos. I minored in fine art photography, but the part I find the most fun is that I am the least artistic photographer on the planet. I entered for the business aspect of journalistic/portrait photography. Money! But, I think there’s a truth behind taking portraits, and I think it’d be great to get a photo of a person – just one person. I like to dissect what’s in someone’s face because I think we all tell a really unique story. Hopefully I’ll find that image and be able to make some commentary that doesn’t sound like total babble. I love talking about photos and I look forward to getting to see other people’s images as well. I hope to get a **90%**. I’d settle for an **85%**. Is that bad to say? I think that imagery is hard to grade, because what I see may be nowhere near what anyone else sees, therefore making it seem wrong. So if I look at something and you see it differently, I would understand a lesser grade.

**In-Class Book Discussion:**

 I hit the jackpot on this. I chose Anne Braden’s book because it meshed well with my V&O course, where we choose a historical partner to match with a book and assist us on our journeys and whatnot. Turns out, my historical partner Joe lived with Anne; she was his mentor. I am so excited for Amazon to get that book on my doorstep, I cannot. Even. Begin. So! I hope to seriously kick ass on this, because I’ll not only get the chance to read a non-fiction biography, which is what I like to do in my free time already, but I’ll get to talk to a dear friend of hers while I do it. **95%** for me. I’m gonna kill it.

**Artistic, Community-Engaged Project:**

 This is the hardest for me to decide on grading. My immediate and initial reaction is to say “blog!” because it comes so easily and natural to me, but then I cower because what if I write it and nobody comments on it and then it’s just my thoughts on the Internet for nobody to care about? But, I do love writing. I think a great way for me to go through this assignment would and could be to connect it with my in-class book discussion by interviewing Joe about his experience, including what he learned and how he uses what he learned to be the social mover-and-shaker that he is today. My apologies for writing out my thought process, but I think that’s going to be my best move. Since it’s still up in the air, I’ll shoot for an **85-90%**.

**Final Reflection Paper:**

 As a writer, I’d like to say I’m always turning in my A+ work. But, that being said, as a writer I look back on something that’s been published and can immediately point out ten surface flaws, then claw my eyes out and want to crawl in a hole and never return to the light. That means that I’d love to give myself a nice, high grade for the final paper, but let’s be honest: it’s due during finals week and I’m taking Hebrew Bible. I think I’m going to learn a cornucopia of information that’s going to lead me toward at least an inkling of what I want to do with this MASC degree, and I’ll definitely be able to write about it. I’m going to shoot for an **80-85%** here and hope I exceed it, but I am already nervous in week two for week ten to arrive.

Overall, I’d love to leave FSC with a solid **90%**. Again, I am Type A and really like to control things, so this was fun to fill out. I also think when it comes down to it, I’m going to harshly grade myself. I hope that I’m not too mean, so I’ll write this here: Hey, you’re capable. Congratulations on finishing your first quarter of something you never thought you’d do! You’re still alive, that gets you at at least a 70% in life. As for this class, be critical; not harsh. You probably did just fine, unless you turned in nothing. Then you’re in the F category, and it’s like freshman year math all over again. Get it together! But you probably didn’t, so that’s really great.