**Handout D:**

**THINKING SELF-ASSESSMENT FOR YOUR READING AND WRITING IN THREE PARTS**by Pamela Whitfield, English and Equine Sciences Depts., Rochester Community and Technical College, and Richard Jewell

[Note: This assessment may seem simple and easy, but repeated use of it shows that it not only creates surprisingly strong engagement among students but also is attractive especially to some of the brightest students. Pamela Whitfield was one of three “Educator of the Year” 2010 recipients in the two-year colleges of the Minnesota State Colleges and Universities (MinnState, formerly MnSCU) system, one of the largest such systems in the U.S.A.]

***Week 1: Self-Awareness***

**Prompt for Students**:

How do you see yourself as a reader and writer? What experiences, positive or negative, have you had? What things have you read or written and how have they affected you?

**Purpose**:

This is an in-class writing. As your teacher, I use it as a diagnostic to encourage you to see yourselves as readers and writers. I also save this writing and hand it back in the last two weeks of class, as you are reflecting on the semester and drafting your final synthesis letters.

***Midterm: Self-Analysis* (see Jewell’s scale, next handout)**

**Prompt**:

1. Where do you see yourself on Jewell’s scale of development, “The Three Stages of the College Writer”? Why?

2. How does your college reading/writing/thinking compare to what you did in high school?
3. What are your major strengths, accomplishments, or proud moments in English class this semester? How do you plan to use or transfer those into your other classes in college?

**Purpose:**

You should think of this as a personal statement. Aim for 3 paragraphs minimum. In our class, you will do this as a timed writing in a computer lab, partly because, as your teacher, I think it is helpful for you to practice timed writing, and partly because doing it this way will encourage you to take it more seriously. You have been given Jewell’s scale, along with the above prompt, the week before you write to prepare.

***Last Week: Self-Reflection and Sense of Achievement***

**Prompt**:

This is a “Dear Pam” letter to the teacher. Before you write me, reflect on the work you've done in this class. Think about how you read, wrote, and thought before this semester, and what you've learned about yourself as a reader, writer, and thinker. What have you improved? What do you still want to work on or get better at? Has this class changed your ideas or thinking, or reinforced what you already believed?

Please date the top, address it to me, and put your name at the bottom, in a typical letter format. You have two weeks to write this letter and give it to me.

**Purpose**:

As your teacher, I want it to be the last thing you hand in for the semester. This is where you get to toot your own horn and feel a sense of accomplishment. It’s a credit/no credit item. I want your honesty.

© 2008-9 by Pamela Whitfield and Richard Jewell: You may make copies for educational purposes without permission if this copyright notice is shown.