Self-Evaluation

The goal of the self-evaluation is to reflect on the work you've done in this class, map that work to the course competencies, and evaluate how successfully you're meeting those competencies thus far in the course. From this reflection and self-evaluation, you can begin to make plans for continued learning or for course corrections needed to cover any existing gaps in your learning. As discussed in the syllabus, we're measuring success broadly in two ways: (1) are you progressing towards meeting the course competencies and (2) are your efforts at managing the course workload properly supporting that progression. Be sure to revisit the syllabus and the course competencies as you embark on this self-evaluation.

Competency Mapping & High-Level Evaluation

Your first task is to connect, or map, competencies to the activities and work done in class. Once that's done, you need to do a high-level evaluation of the skill-level applied within each competency. This part of the self-evaluation is relatively high-level. We'll do a deep dive on *some* of this in the written letter.

The end result of this exercise should be something that helps you organize the details of the mapping and high-level self-evaluation. This can be an outline (think one main bullet per competency), a table (row per competency with sub-rows for knowledge areas and dispositions), or something more visual like a concept map (bubbles for competencies, knowledge areas and dispositions. other bubbles for activities. lines connecting activities to relevant competency material.) You'll be given a rough template for an outline version of this, but you're free to use something else if it fits better with your style.

Here's what you need to do:

1. We begin with a high-level accounting of the competencies and their respective knowledge areas, skill-levels and dispositions. This means going through each competency, identifying assignments or class activities that you've participated in that engaged in that competency's task, then looking to see which of the knowledge areas and dispositions were used while carrying out that task.
2. Once you've mapped activities to competencies, you can begin the process of doing a high-level self-evaluation. To do this you should consider several questions. For each knowledge area addressed within the activity, did you meet the desired skill level? If a competency or knowledge area is not covered by an activity, is that because you didn't do some activities or because none of our activities seem to address them? Are you working with the right disposition on the completed activity? Once you've gone through and doing a self-evaluation based on your mapping, you should have a pretty good picture of how well you're meeting skill levels goals and whether or not you've utilized enough class work in meeting those goals. The results of your high-level self-evaluation should be included in your competency mapping.

Prompt Questions & The Letter

With the high-level evaluation complete, you can now turn to a more nuanced look at your learning by way of the evaluation letter. The goal of the letter is to add life and context to the high-level evaluation. It's your chance to tell me about your process, expose the work you're doing behind the scenes, and otherwise explain the thinking behind your self-evaluation. Come at this process with an editing eye. You cannot talk about every single assignment. Instead, you want to high-light key moments of success as well as moments the demonstrate your ability to learn and grow with the material.

Here's what your letter must address:

1. Choose one or two assignments/activities that you feel demonstrate success at meeting some of the competencies. Discuss the evidence you have for that success?
2. Choose one or two assignments/activities where you feel you've been less successful? What do imagine success to be for these examples? What do you think was preventing you from being more successful?
3. Whether it's due to bugs or having to work to understand a problem to the level of detail needed to program a solution, programs rarely come together without a hitch. Failure is a part of process. Describe a time where you had to work to overcome a programming failure. What did you do to overcome that failure? What lesson(s) did you learn from that failure?
4. Do you feel that you are putting the right kind of effort into the course work in order to meet the competencies and your own goals? Provide specific evidence by describing how you manage the workload of this course and how that has translated into successes or not. Be certain to address both the timeliness and completeness of course assignments.
5. Given your evaluation of your learning and efforts thus far, what grade would you give yourself for the course and why? Is this grade inline with your goals? If not, what might you do to increase your grade? If so, what, specifically, do you plan to do going forward to maintain your goal grade?

Mapping & Letter Requirements

Use **one to two pages** to craft your self-evaluation letter. Your competency map should cover a page or so as well. Letters should be typed. Do not forget to include your name on your letter. Submit a printed version of your letter along with a copy of your map on or by the due date. Favor quality examples and evidence over quantity. It's better to reflect deeply on a few items rather than to list a large number of items and only reflect on them briefly. The high-level map and self-evaluation covers the big-picture. Let the letter speak to a few specifics. The rest we'll get into during our one-on-one meeting.