CWPA Final Self Examination

**Introduction**

When a class comes to an end, it is important for the instructor to assess how much progress the students have made. Less emphasis is usually put on how far the students *believe* that they have come. For this final activity, you will consider the expected learning outcomes of the class and whether or not you believe that you have met them.

**Purpose**

This exercise should help you to decide what your next step should be in your education. Are you ready to progress to college-level classes, or do you need to stay in your current level and put more effort forth the next time around? Will you be able to succeed in a higher-level course? Have you acquired all the skills you need to be successful?

**Instructions**

Think about each of the learning outcomes listed below. On a scale of 1 to 5, with 1 being “I can’t do this” and 5 being “My abilities or understanding in this area has improved significantly,” rate yourself on your progress with each of these outcomes by circling one of the numbers on the scale.

Then, explain why you rated yourself the way that you did. Include specific examples to support your rating. If you gave yourself a high score, explain what you learned or did that justifies this score. If you gave yourself a low score, explain what you could have done differently, and what you will do in the future to improve in this area. Use complete sentences, and print neatly.

This final exam is worth 20 points total.

1. I have a better sense of who I am and where I want my life to go than I did when I started this class.

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2. I improved my metacognition and reading strategies through Reading Apprenticeship routines.

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3. I demonstrated my ability to set and meet goals and priorities while working on my research project.

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4. I can use the computer to format documents, present ideas, and submit work to Canvas.

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5. I have improved my writing and proofreading skills.

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6. I understand the difference between a gravity problem and a problem that can actually be solved, and I have a better understanding of how to go about solving problems that look like they might keep me from achieving my goals.

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7. I’ve started making connections with people who will be part of my “design team,” including players, intimates, and mentors.

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8. I feel comfortable using the school library, and I know who to ask if I can’t find what I’m looking for.

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9. I know where to go on campus to get help with my studies, and I ask for help when I am feeling overwhelmed.

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10. I know how to plan and write an organized paragraph.

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11. I understand a lot more of what I read, and I know what to do when I have to read something that I don’t understand.

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12. I learned how to delegate responsibilities and work as a team to complete a group project on time.

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13. I understand the process of planning, researching, and writing a research paper.

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14. List three accomplishments from this quarter that you are most proud of. Be specific, and explain why you are proud of these accomplishments.

15. What overall grade would you give yourself for this class? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

16. Explain why you think this is the grade that you deserve.

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**Grading Rubric**

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|  | Excellent  4 | Getting There  3 | Needs Work  2 | Minimal Effort Put Forth  1 | Missing  0 |
| I answered every question thoroughly and thoughtfully. |  |  |  |  |  |
| I followed the directions carefully. |  |  |  |  |  |
| My answers are made up of complete sentences. |  |  |  |  |  |
| I paid attention to spelling and grammar rules and proofread carefully. |  |  |  |  |  |
| My answers include specific examples and show a deep examination of my experience and progress this quarter. |  |  |  |  |  |
| Total /20 | | | | | |