

Self-Reflection Feedback Form

Student:

	The self-reflection seems to be in alignment with the evidence attached.
	The self-reflection could be in better alignment with the evidence attached.
	The self-reflection seems to be written after significant thought and with due care.
	The self-reflection is lacking in either ethos or logos; the “cogent rationale” could be more cogent.
	The self-reflection is written in the same tone as the prompt, which is a paradoxical combination of serious (to serve its purpose) and flippant (to demonstrate tone).
	The self-reflection is written in an inappropriate tone.
	The self-reflection contains elements that are positively unique, surprising, entertaining, and/or particularly informative and helpful.
	The essay deserves a higher score than that which was received during peer review.
	The essay deserves a slightly lower score than that which was received during peer review.
	There is little or no evidence attached to the self-reflection, but because of other evidence, including other assignments, class participation, homework and/or the writing skills demonstrated under “cogent rationale,” the self-reflection is yielding a high score.
	There is little or no evidence attached, and because of other evidence, including other assignments, class participation, homework and/or the writing skills demonstrated under “cogent rationale,” the self-reflection is yielding a lower score than that which might be desired.
	Keep in mind, the self-reflection pertains only to the Q3 progress report, of which the purpose is to notify families of potential course failures. In order for all students to remain on an upward trajectory toward great success, as we approach the uniquely significant semester grade, future assignments will be weighted in increasing measure.

Score: