

**Weekly Self-Assessment**

Name: \_\_\_\_\_ Week of: \_\_\_\_\_

<b>Classes</b>	<b>Attendance</b>	<b>Absences</b>	<b>Grades</b>
1.			
2.			
3.			
4.			
5.			

**What I did well this week:**

**What I could improve:**

**Skills I will practice this week:**

## **Student Weekly Self-Assessment Sheet**

Self-Assessment and reflection are essential to achieving goals. Sometimes students are surprised by the grades they earned (whether they be good or bad) because they haven't connected certain behaviors to their successful or problematic outcomes.

This activity can be used on a regular basis to encourage self-awareness and to teach it as a valuable survival skill in college, and in life.

### **Suggestions:**

1. Begin the semester with a discussion of success and goals.
2. Introduce the weekly activity as a proactive, not punitive, way to think about the connection between certain behaviors and outcomes
3. Be consistent, determining the best day and time each week to have these completed (you could just do it in class).
4. Collect the assessments each week, and respond in some way to what the student has written.
5. Return the assessments next class period.

### **In an effort to promote proactive student contact, the weekly self-assessment sheet will enable the instructor to:**

- Be more aware of student academic progress
- Offer praise and congratulations for good student choices
- Offer suggestions for student improvement
- Refer students to appropriate campus resources

### **Students will:**

- Feel instructor support and encouragement
- Be more aware of their own progress on a regular basis
- Be more able to predict mid-term and final grades
- See the connection between good choices and good grades, and visa versa

### **Using the Assessment sheet each week will help:**

1. To encourage students to take responsibility for their own learning both in and out of the classroom.
2. To teach "survival skills" – academic, personal and social – that are essential to success in college and beyond.
3. To introduce students to the procedures and resources of the college and to help them become proficient in using them.
4. To provide students with a supportive community that will assist them in their transition to college.