

# Framework for Self Assessment

## Alverno College Council for Student Assessment

### COMPONENTS

#### BEGINNING

#### OBSERVING

*In OBSERVING her performance a BEGINNING student uses specific behaviors and descriptive strategies to focus primarily on the development of her abilities. She uses concrete detail, articulates questions to show processes of thought, and systematically reviews parts to explain aspects of her processes or products. She develops ways to communicate what she intended to do, how she worked toward that goal, and what she achieved. She recognizes how her expectations, prior learning, thoughts, and emotions influenced her ability to focus on her performance.*

##### DIMENSIONS OF COMPONENT

- Reports own behavior (actions, thoughts, and emotions) in performance and/or in the process of producing a performance
- Distinguishes actions from emotions

#### INTERPRETING/ ANALYZING

*In INTERPRETING/ANALYZING her performance a BEGINNING student goes beyond treating behaviors discretely. She articulates connections among them in relation to a criterion, an ability, or a series of performances.*

##### DIMENSIONS OF COMPONENT

- Identifies patterns of strengths and weaknesses in behavior
- Organizes details in relation to an identified focus
- Relates self assessment and feedback
- Articulates impact of emotions on her ability to plan for a performance and to perform

#### JUDGING

*In JUDGING her performance a BEGINNING student uses her knowledge of the criteria to explain how her performance gives evidence of the behaviors inherent in the criteria. She explores meaning implied in the criteria.*

##### DIMENSIONS OF COMPONENT

- Makes connections between criteria and behaviors
- Relates judgment of current performance to past experiences

#### PLANNING

*In PLANNING for further development a BEGINNING student shows awareness that she is changing in her approach to learning and can use various strategies to learn. She sees implications for her future learning.*

##### DIMENSIONS OF COMPONENT

- Identifies aspects to maintain for performance and/or the process of producing a performance
- Identifies aspects to further develop her learning and suggests approaches for future performance

#### INTERMEDIATE

*In OBSERVING her performance an INTERMEDIATE student reflects on her explicit use of disciplinary, interdisciplinary, and/or ability frameworks in her performance. She shows, by meaningfully relating concepts to her performance, what aspects of the ability or discipline have influenced her.*

##### DIMENSIONS OF COMPONENT

- Identifies examples of her use of disciplinary, interdisciplinary, and/or ability frameworks
- Communicates observations using language appropriate to the selected framework(s).
- Shows she was aware of her performance at appropriate times

*In INTERPRETING/ANALYZING her performance an INTERMEDIATE student identifies patterns in her performance, expressing her awareness of how these patterns affect the whole.*

##### DIMENSIONS OF COMPONENT

- Explains the significance of patterns in performance
- Makes sense out of her performance in relation to disciplinary, interdisciplinary and/or ability frameworks
- Uses feedback to develop a larger picture of performance

*In JUDGING her performance an INTERMEDIATE student understands that the set of criteria as a whole interact to create a picture of the ability(ies) in performance and that she needs to assess it in terms of the ability(ies) rather than each criterion.*

##### DIMENSION OF COMPONENT

- Makes sense of a set of criteria as a whole in relation to her judgment of performance

*In PLANNING for further development an INTERMEDIATE student is aware of herself as a learner. In considering her future performances she effectively uses feedback, uses specific goals to set direction, and recognizes her prior strengths and weaknesses.*

##### DIMENSIONS OF COMPONENT

- Relates goals for improvement to progress thus far and to possibilities for future development
- Uses feedback in planning for future performance
- Uses awareness of her emotional responses to plan for continuing development

#### ADVANCED

*In OBSERVING her performance an ADVANCED student applies disciplinary, interdisciplinary, and/or ability frameworks and shows creative judgment in their individual or combined use. She both attends to her current engagement in her learning and imagines her future practice as a professional.*

##### DIMENSIONS OF COMPONENT

- Applies disciplinary, interdisciplinary, and/or ability frameworks to the observation of performance
- Maintains balance between personal distance and personal engagement

*In INTERPRETING/ANALYZING her performance an ADVANCED student articulates how it is uniquely her own in relationship to disciplinary, interdisciplinary and/or ability frameworks. She uses her imagination to project how she might extend and refine it.*

##### DIMENSIONS OF COMPONENT

- Explains components of performance that make it unique and distinctive and are part of a student's style or voice
- Uses *disciplinary, interdisciplinary and/or ability* frameworks in a way that reflects, extends, or recreates them
- Synthesizes patterns of behaviors and processes over time and in varied contexts

*In JUDGING her own performance an ADVANCED student uses a picture of an ideal performance that illustrates the abilities integrated with disciplines. Based on her judgments during performance, she may modify her ideal expectations and maintain or change behaviors. She evaluates her use of judgment and her modification of behavior during performance and over time.*

##### DIMENSIONS OF COMPONENT

- Articulates her use of criteria and knowledge of the integration of her actions, thoughts, and emotions to self monitor and to adjust ongoing actions or plans accordingly.
- Shows where intervention or modification has or should have taken place

*In PLANNING for future development an ADVANCED student is aware of herself as a lifelong learner. With attention to her style and creativity, she shapes her future performances by considering her past work, her intellectual processes, and a variety of discipline models and frameworks*

##### DIMENSIONS OF COMPONENT

- Uses multiple models of performance to set and continue to refine goals for continuous development
- Considers her style and creativity in planning for future performances