

## Self-Assessment

### 1. Chapter Self-Quizzes.

For most textbook chapters, students are given a self-graded quiz. The purpose is to help students assess their preparedness for moving onto the next chapter. Exams cover several chapters, so the self-quizzes give students some feedback in a timely fashion before the exam itself. Some of these quizzes are multiple choice questions, available online from the class webpage. Other quizzes are paper handouts, with separate answer keys and “grading” instructions. In all cases, self-quizzes are done outside of class time, thereby allowing more instructional time.

### 2. Self-Assessment Process.

The Self-Quizzes are just part of the process of self-assessment. It is important for each student to be in charge of her/his own learning, and this supports the *Self Management* College-Wide Core Competency. In line with this, each student should know how he/she is doing in the course at any time. At the beginning of the semester, each student is given a self-assessment form which lists all the assessments, maximum points, and space for earned points to be written-in. There is also information about how to compute one’s approximate course grade at any point in the semester, according to the criteria stated on the syllabus. Students are to keep track of this information as the course proceeds, and are required to hand-in the updated form several times.

While course grade criteria are on the syllabus, it is important for students to understand that grading is in accordance with the standard of mastering course content, not in comparison to the performance of other students. This means a so-called ‘curve’ is not used.

Another part of the self-assessment form is self-reported information about the amount of time spent studying. The syllabus gives information about the recommended amount of study time per week, and students need to be conscientious in spending at least this amount of quality time each week.