

EXPERIENTIAL LEARNING STUDENT SELF-EVALUATION FORM

This form is to be completed and submitted at the end of the semester.

STUDENT INFORMATION								
NAME:				ID NUMBER:				
SCHOOL/DEPARTMENT:				EMAIL ADDRESS:				
INFORMATION								
SUPERVISOR'S NAME:				SUPERVISOR'S JOB TITLE:				
SUPERVISOR'S PHONE NUMBER:				SUPERVISOR'S EMAIL ADDRESS:				
STARTING DATE (DD/MM/YYYY):				COMPLETION DATE (DD/MM/YYYY):				
ABOUT THE STUDENT								
1. Please evaluate your experience on the following items by checking the appropriate rating.		Unsatisfactory	Needs Improvement	Satisfactory	Good	Very Good	Excellent	Not Applicable
		(1)	(2)	(3)	(4)	(5)	(6)	
	Arrived on-time							
	Making and meeting deadlines							
	Reliability and dependability							
	Completed required work							
	Oral communication skills							
	Written communication skills							
	Decision-making, setting priorities							
	Demonstrated critical thinking and problem solving skills							
	Quality of work							
	Behaved in a professional manner							
	Pursued opportunities to expand knowledge, skills, and abilities							
	Displayed appropriate interpersonal skills							
	Willingness to ask for help and guidance							
	Demonstrated sensitivity to a diverse work environment							
	Understood the activity's purpose as part of the greater community							
	Applied his/her own academic learning to the activity							
	Showed an awareness of the interplay between academic and professional knowledge pertaining to the activity							
	Displayed competence in academic and professional knowledge and skill in the							

Elementary Student Self Evaluation

Yi-Tong Ma



Elementary Student Self Evaluation:

Implementing Student-Led Conferences Jane M. Bailey, Thomas R. Guskey, 2001 Students and parents benefit from this powerful communication tool Jane Bailey and Thomas Guskey leaders in the field of student assessment address a nagging issue for both beginning and veteran teachers how to effectively communicate to parents the learning progress of their children Every teacher knows the sinking feeling of facing a sea of anxious parents with limited time for in depth discussion Now there is a way for students to take responsibility in communicating their progress and for parents to get the satisfaction they deserve In this new approach the teacher serves as facilitator as students lead their parents through a discussion of their work An important benefit in this innovation students are required to evaluate and reflect upon their work Highlights of Implementing Student Led Conferences include Overview and philosophy of student led conferences Roles and responsibilities of participants What an effective model looks like How to prepare organize and evaluate for maximum effectiveness Anticipating and handling unique situations The role of student led conferences in authentic assessment and reporting A rich resource section includes everything you need to prepare conduct and evaluate successful student led conferences sample conference announcements and formats portfolio planners reproducible letters parent and student response forms teacher surveys and much more This is an essential resource for teachers and administrators at every school level to maximize time improve communication with parents and encourage student self reliance **Handbook of**

Formative Assessment Heidi Andrade, Gregory J. Cizek, 2010-04-02 Formative assessment has recently become a focus of renewed research as state and federal policy makers realize that summative assessments have reached a point of diminishing returns as a tool for increasing student achievement Consequently supporters of large scale testing programs are now beginning to consider the potential of formative assessments to improve student achievement The mission of this handbook is to comprehensively profile this burgeoning field of study Written by leading international scholars and practitioners each chapter includes a discussion of key issues that dominate formative assessment policy and practice today as well as those that are likely to affect research and practice in the coming years Key features include Comprehensive nineteen chapters cover all aspects of formative assessment including classroom assessment large scale applications technological applications applications for special needs students K 12 and post secondary applications psychometric considerations case studies and discussion of alternative assessment formats such as portfolios and performance assessments Integrative thoughtful attention is given to the integration of large scale and classroom assessments Practical provides practical guidance on how to conduct formative assessments that generate credible information to guide instruction Global provides perspectives from leading international scholars and practitioners whose expertise spans diverse settings student populations and educational systems Accessible Style although grounded in the latest research the book s style and tone has been carefully crafted to make it accessible to both the textbook and professional markets It will also be a critical reference book for researchers in

teacher preparation educational administration and educational policy studies **The ^AOxford Handbook of Assessment Policy and Practice in Music Education, Volume 2** Timothy Brophy, 2019-01-02 In this two volume Handbook contributors from across the globe provide expert perspectives on the assessment measurement and evaluation of student learning in music Progressing Students' Language Day by Day Alison L. Bailey, Margaret Heritage, 2018-07-26 Because content and language learning go hand in hand New content standards integrate content and language in ways prior standards have never done That s why it s so critically important that teachers attend to both content and language development when introducing new subject matter especially for English learners Here s your opportunity to get started tomorrow and every day thereafter Alison Bailey and Margaret Heritage s all new Progressing Students Language Day by Day What s so utterly ground breaking about this book is Bailey and Heritage s Dynamic Language Learning Progression DLLP process research based tools for obtaining much deeper insight into a student s language progress then for identifying the most appropriate instructional steps to elevate language proficiency and content knowledge Step by step Bailey and Heritage describe how to Engage with students to advance their development of sophisticated high leverage language features for explaining content Use the DLLP approach to formative assessment then plan your teaching in response to assessment evidence Examine words sentences and discourse the three dimensions of language that are part of the DLLP process for cultivating language development Discover how leadership support and communities of practice CoPs can facilitate a successful and sustainable implementation of the DLLP process Listen more closely and uncover new ways to advance content learning with Progressing Students Language Day by Day directly by your side Alison Bailey and Margaret Heritage open our eyes to the often invisible and context specific language demands embedded in content learning Understanding the ubiquitous and highly influential role of language in learning takes time and effort but leads to transformative practice Progressing Students Language Learning Day by Day offers an insightful and concrete framework to begin this transformation Paola Uccelli Professor of Education Harvard University *The Effectiveness of Student Self-assessment as an Assessment and Learning Tool in the Elementary General Music Classroom* Erin M. Knepper, 2006

The Practice of Assessment in Music Education Frank Abrahams, 2010 Resources in Education , 1997 The Validity of Elementary Student Self-assessment in Language Arts Mary Therese Schneider, 1997 Comprehensive Dissertation Index, 1861-1972: Education Xerox University Microfilms, 1973 Comprehensive Dissertation Index , 1984

Student Self-assessment and Parent Student Assessment in Elementary School Mathematics Cheryl A. Franklin, 1995 **The Elementary School Journal** , 1927 **Linguistics and Language Behavior Abstracts** , 2003

The Effect of Student Self-evaluation on the Mathematics Achievement of Low Achieving Elementary Students Pamela Fox, 2006 **Assessment of Student Achievement** Merlin W. Wahlstrom, Raymond R. Danley, Ontario Institute for Studies in Education. Educational Evaluation Centre, 1976 **Journal of Health, Physical Education, Recreation** , 1963 The

Training of Elementary Teachers in Germany Thomas Alexander,1929 **Educational Administration & Supervision**
,1929 *ERIC Educational Documents Index, 1966-1969: Minor descriptors. Author index* CCM Information
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