

RILEY'S 2.1 SELF-REFLECTION

Choose **four** skill areas from the list below, and complete the chart as indicated. You are encouraged to reflect on more than four skills, but only four are required.








| Strength or Struggle? | Key Skill | Assignments Measuring the Skill | Describe how well you feel you have demonstrated this skill. | How does your teacher describe your performance of this skill? |
|-------------------------------|--|--|---|--|
| Analyzing Visual Texts | | | | |
| Strength | Identifying Visual Techniques in Images | 1.1, 1.2, 1.3 | <i>I feel pretty confident about this skill. I was able to look at the images in these assignments and pick out the visual techniques easily. I did have to look at the glossary to remember what each technique was called, so I need to be sure to learn that before the diploma exam.</i> | <i>I got high marks for pointing out all of the correct techniques in the images. She said I noticed details many others missed.</i> |
| Struggle | Explaining the Effect Visual Techniques Have upon an Image | 1.1, 1.2, 1.3 Self-Check Quiz: Visual Texts | <i>Figuring out the technique used in an image is no problem, but understanding WHY it was used . . . not so easy. I know how an image is supposed to make me feel, or what it's supposed to make me think, but I don't always get how each individual technique helps communicate the visual's main message.</i> | <i>My teacher would agree with me. I always identified the technique correctly, but I needed more explanation of how the technique affected the image. She suggested I start by writing down the overall mood of the image and a theme statement that sums up the image's message. Then, she said I should think about HOW I figured out the mood and the message. What details in the image gave me that impression? That will help me figure out the effect of each technique.</i> |
| Analyzing Poetry | | | | |
| | Identifying Poetic Techniques/ Figures of Speech in Poems | 1.4 | | |
| | Explaining the Effect Poetic Techniques/ Figures of Speech Have upon Poems | 1.4 Self-Check Quiz: Poetry | | |
| Writing Skills | | | | |
| Strength | Creating a Theme Statement for a Text | 1.1, 1.2, 1.4, 1.5 | <i>I'm pretty good at writing a thesis. I get the main message of most texts. I just have to avoid using "you" or getting too specific in the thesis.</i> | <i>My teacher said that sometimes my thesis statements sound too much like clichés (an overused expression). I need to make it sound more like a statement about the human condition that would apply to lots of people, not just the characters in the text . . . or myself.</i> |

RILEY'S 2.1 SELF-REFLECTION (CONTINUED)



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| Struggle | Supporting a Thesis with Effective Examples or Evidence | 1.6, 1.7, 1.8, 1.9 | I've got no problem thinking of stories and other types of examples to support my thesis in a writing assignment. Easy. But when it comes to explaining HOW my stories or examples prove my thesis, I don't always know what to say. On the other hand, when I have to write something persuasive and give convincing arguments, I rock. | My teacher keeps telling me that I can't just put examples and evidence in my body paragraphs and expect my reader to know what they are doing there. She says I need to explain how they prove my thesis. She told me I should look at my persuasive assignments (like 1.8 and 1.9) because I do a really good job showing how my evidence proves my argument. She said it's the same thing in other types of writing. |
| | Supporting a Thesis with Effective Arguments or Explanation | 1.7, 1.8, 1.9 | | |
| | Writing Correctly (proper spelling, grammar, capitalization, punctuation, and sentence structure) | 1.7, 1.9 | | |
| | Writing Effectively (word choice and sentence fluency) | 1.7, 1.9 | | |
| | Organizing Ideas Logically | 1.2, 1.7, 1.9 | | |
| Other | | | | |
| Strength | Other Areas of Strength or Struggle? (Write the skill in the space provided below, and write one assignment number or quiz name that measures that skill in the space provided to the right.) Creativity | 1.2 | I did awesome on my 1.2 Visual Portfolio assignment. I created an iMovie with a soundtrack, and a voiceover of me talking about my cover page and all of the images. It was a fun project, and I felt confident about it. | My teacher thought my iMovie for 1.2 was awesome, too. She said it looked really professional, and she was impressed that I was able to figure out how to do a soundtrack and voiceover. |
| Future Goals: Based on your self-reflection above, what three skills you would like to strengthen as you continue in the course? | | | | |
| 1. Supporting a Thesis with Effective Arguments or Explanation 2. Explaining the Effect Visual Techniques Have upon an Image 3. Writing Correctly (proper spelling, grammar, capitalization, punctuation, and sentence structure) | | | | |

RILEY'S 2.1 SELF-REFLECTION RUBRIC

| 2.1 Self-Reflection | |
|---|---|
| Value | Self-Reflection |
|  Excellent | <input checked="" type="checkbox"/> Your identification of key strengths and struggles is <i>insightful</i> . <input checked="" type="checkbox"/> Your understanding of your teacher's comments is <i>perceptive</i> . <input checked="" type="checkbox"/> Your goals for future skill development are <i>precisely written</i> . |
|  Proficient | <input type="checkbox"/> Your identification of key strengths and struggles is <i>thoughtful</i> . <input type="checkbox"/> Your understanding of your teacher's comments is <i>significant</i> . <input type="checkbox"/> Your goals for future skill development are <i>effectively written</i> . |
|  Satisfactory | <input type="checkbox"/> Your identification of key strengths and struggles is <i>straightforward</i> . <input type="checkbox"/> Your understanding of your teacher's comments is <i>adequate</i> . <input type="checkbox"/> Your goals for future skill development are <i>clearly written</i> . |
|  Limited | <input type="checkbox"/> Your identification of key strengths and struggles is <i>superficial or ambiguous</i> . <input type="checkbox"/> Your understanding of your teacher's comments is <i>incomplete or limited</i> . <input type="checkbox"/> Your goals for future skill development are <i>vague or inappropriately written</i> . |
| Resubmission Needed | <input type="checkbox"/> Your attempt to respond is <i>insufficient</i> . Contact your teacher to discuss suggestions for improvement and resubmission of your work. |
| TOTAL: 14/15 = 93% | 14/15 |
|  Assessment | <p>Areas of strength: Riley, you show impressive insight into your own strengths and struggles when it comes to writing. You have a clear sense of which skills you have mastered and which skills need some strengthening. It is clear that you read your teacher's comments carefully and took them to heart. Your goals are specific, clear, and realistic. I have no doubt you will reach those goals by the end of the course.</p> <p>Might I suggest: Be sure to avoid having your comments about your skills sound too similar to the comments of your teacher. Try to make unique observations about how you feel you are doing versus how you are evaluated.</p> |