

Model Document: Portfolio Self-Assessment

Some instructors ask for self-assessments in the form of letters--others require more formal papers.

Letter opens by discussing main theme of course.

Student lists pieces included and clarifies why they are included.

Student further explains the importance of the included pieces.

Letter ends with positive tone but does not attempt to flatter instructor.

June 2, 1995

Dear Professor Forbes,

I realize I am about to do as many of my fellow students probably have done--that is, write about the course in writing about my own learning. This reflects a main theme of our learning this term: everything is connected; the course and the student are linked in the learning experience just as reading, writing, learning and thinking are interconnected.

I am satisfied with the development represented by the writing collected in this portfolio. I surprised myself--an incredibly rewarding, refreshing, and reflective experience.

The exploration and experimentation I conducted in the vast universe of ideas, theories, ways of writing, reading, teaching and thinking is exhibited in this portfolio. The texts of which I am the most proud are: the theory of difficulty "uninhibited flow-write," the third Foucault rewrite, and the second and third Williams/McClane rewrites. These texts were my most experimental and most exciting (both to write and to read).

I found the "flow-write" a unique experience; more often than not, I have at least a few hours to write and revise a piece. Having such little time to do both for this piece was daunting. In the end, however, I was able to see both the fun and inherent value in what was almost unconscious expression. The Foucault reading was challenging, and therefore, so was writing about it. Although the writing did not become any easier, after three rewrites my struggle did become less evident in the words on the page. The second and third Williams/McClane rewrites are evidence of the progress I made in terms of grammar, syntax, transitions, and critical development. In all of the above, I took risks in the reading/ writing/thinking approach I chose and in the extent to which I challenged myself to probe the text and my mind, to push the limits of familiarity.

This course was an invigorating experience for me. To be in discourse with nine other intense writers/readers/teachers, and to develop--through the course of many revisions--pieces of writing of which I can be proud, was a privilege that I am extremely grateful to have had.

Sincerely,

Marcy Lynch