

Basic Information

After entering your basic information, you will be asked to self-assess using this protocol: tinyurl.com/yau5kzlr. You must complete this form in one sitting.

For all related materials, visit the main website (<http://sisypheanhigh.com>) or current course website (<http://sisypheanhigh.com/malachite>).

Report any bugs or errors directly: meure@brewsterschools.org.

Your email address (meure@brewsterschools.org) will be recorded when you submit this form. Not **meure**? [Sign out](#)

* Required

1. Start Date *

Select the first day of the time frame for assessment. This should either match the start date given by the teacher or indicate an individually assigned start date. All course calendars are prominently archived here: <http://sisypheanhigh.com/malachite/>

Example: December 15, 2012

2. End Date *

Select the last day of the time frame for assessment. This should either match the end date given by the teacher or indicate an individually assigned end date. All course calendars are prominently archived here: <http://sisypheanhigh.com/malachite/>

Example: December 15, 2012

3. First Name *

Write your first name below.

4. Last Name *

Write your last name below.

5. Class Period *

Select your class period from the list.
Mark only one oval.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9

Feedback & Focus

The two most basic requirements of a makerspace are creative focus and iterative feedback. These are also the keys that unlock upper-tier growth and production. Grade-abated assessment of that work is simply our collective, evidence-based judgment of the value added to the learning environment. We start with observable habits and behavioral patterns.

6. Focus *

This is the measure of your daily productivity, including the progress made toward specific learning goals. This is the ability to stay demonstrably on-task for the class period. Think carefully about the patterns you've created — your habitual organization of your workspace, your investment in collaborative efforts, your evident diligence and attentiveness, and so on.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	
Drowned in a Dirac sea of negatively charged anti-focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently and completely invested in the course

7. Focus: Analysis

Use this space to analyze your self-assessed level of focus. Refer to specific, observable habits and behavioral patterns.

8. Feedback *

This is the reciprocal connection you've forged with the vast resources that provide feedback in this course. Consider the extent to which you've read each instructional post carefully; asked insightful questions, in person and online, about your work; conferenced with your teacher or a proxy; reflected and written metacognitively about feedback; and so on.

Mark only one oval.

	0	1	2	3	4	5	6	7	8	9	
Refused help, even as it all burned down around you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Consistently and insightfully used every resource

9. Feedback: Analysis

Use this space to analyze your self-assessed level of feedback. Refer to specific, observable habits and behavioral patterns.

Traditional Task Management

On one level, this is the most traditional possible class: You are given an explicit task with directions and a firm deadline; you work on that task; you submit your work. All self-assessment must start with an accounting of what was formally assigned and what was actually completed.

Google Classroom is the backbone of this task management. All missing, late, and incomplete work can be accessed through the flipped classroom there. All individualized and handwritten work is built in addition to (and therefore connects to) that framework.

The following screenshot shows a teacher's Google Classroom view of one class at one point in time. Load your own list in Google Classroom, study it, and then return to this form.

Sample Completion Rate

Grammar as Rhetoric and Style: Final Analysis [Sample Class] — Due Apr 23, 1:45 PM	8 DONE	5 NOT DONE	9 RETURNED	⋮
GARAS: Review [Sample Class] — Due Apr 23, 1:01 PM		3 DONE	19 NOT DONE	⋮
GARAS [Ono.] Quiz: Lessons 5-7 [Sample Class] — Due Apr 21, 11:59 PM		12 DONE	10 NOT DONE	⋮
GARAS [Ono.] Quiz: Lessons 3-4 [Sample Class] — Due Apr 17, 11:59 PM		19 DONE	3 NOT DONE	⋮

10. Classroom Tally *

Count up how many assignments are missing or obviously insufficient (e.g., a half-page of notes after two weeks of grammar work). If you are in doubt about what is obviously insufficient, ask your teacher. Add the number of missing or obviously insufficient in-class, offline, and/or handwritten assignments. Adjust for individual exceptions and exemptions. Then select the total below.

Mark only one oval.

- 0
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Benchmarks

The four profile excerpts below are scoring benchmarks — the profiles and scores around which other profiles and scores rotate — and can be used to move our collective self-assessment in the right direction. Select the one appropriate to your body of work.

11. Benchmark *

Mark only one oval.

- This score {may indicate} [a deliberate and systemic disengagement]... *Skip to question 12.*
- These students {do not meet} [the basic requirements of the course]... *Skip to question 14.*
- Students earning this score {are consistent and reliable} [in performance]... *Skip to question 16.*
- This score {reflects} [a systemic investment in the course]... *Skip to question 18.*

Tier 1

A 2 {may indicate} [a deliberate and systemic disengagement]...

Tier 1 Benchmark

A 2 {may indicate} [a deliberate and systemic disengagement]...	2	60
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{may indicate} = There are other ways for a student's work to fit this profile, but a deliberate and systemic disengagement is the most likely.

[deliberate and systemic] = These adjectives indicate choices made consciously and repeatedly, even after explicit feedback, which includes any prior GAP scores.

[disengagement] = The most important signs of disengagement are, in order:

1. a consistent or repeated lack of focus in class
2. a consistent or repeated lack of engagement with instructions and feedback

12. Tier 1 Analysis

Reflect on your consistent or repeated lack of focus in class and/or your consistent or repeated lack of engagement with instructions and feedback. Offer practical solutions based on your individual strengths and weaknesses.

13. Tier 1 Profile *

Selected the appropriate score and profile from the list of Tier 1 options below.
Mark only one oval.

- {1} Students earning this score meet the criteria for the next highest profile, but they are even less successful in meeting the basic requirements of the course.
- {0} Indicates such total failure that no credit can be awarded.
- {2} These rare students are weak in virtually all facets of the course. This score may indicate a deliberate and systemic disengagement from the learning process. This score usually indicates a systemic failure to meet the standards and requirements of the course. There is no evidence of reflection and metacognition. There is no investment in the learning environment.

Skip to question 20.

Tier 2

These students {do not meet} [the basic requirements of the course]...

Tier 2 Benchmark

These students {do not meet} [the basic requirements of the course]...	4	70
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{do not meet} = The lack of modality means that failure to meet basic requirements could automatically move a student's body of work into this profile (or lower).

[the basic requirements of the course] = The most important basic requirements of this course are, in order:

1. creating a feedback loop with teacher(s) and instructional posts and texts
2. establishing and maintaining a strict focus in class
3. fully answering writing prompts and following all assignment directions
4. meeting all deadlines, including individualized ones

14. Tier 2 Analysis

Reflect on the extent to which you have failed to meet any or all of the four requirements delineated in the description of a profile score of 4. Offer practical solutions based on your individual strengths and weaknesses.

15. Tier 2 Profile *

Selected the appropriate score and profile from the list of Tier 2 options below.
Mark only one oval.

{3} Students earning this score meet the criteria for the next highest profile, but they tend to complete fewer assignments. The work they complete usually demonstrates consistent weaknesses in the basic skills of reading, thinking, and writing. They are often disengaged and resistant. There may be no attempt at inquiry-based or autodidactic learning, and there is minimal metacognitive and reflective work.

{4} These students do not meet the basic requirements of the course. They are almost always missing significant work. They usually have not demonstrated growth, and their output reflects inadequate skills and limited knowledge. They tend to be demonstrably unmotivated, incurious, and resistant to learning. There may be an explicit inability or unwillingness to invest in the learning process and classroom environment.

Skip to question 20.

Tier 3

Students earning a 6 {are consistent and reliable} [in performance]...

Tier 3 Benchmark

Students earning a 6 {are consistent and reliable} [in performance]...	6	85
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{are consistent and reliable} = These descriptors emphasize our need for observable habits and behavioral patterns over time, which is why your focus during the class period is of such paramount importance.

[performance] = A professional must do his job, as David Halberstam once wrote, even on the days when he doesn't feel like it. This score is the threshold for that professionalism.

16. Tier 3 Analysis

Reflect on the extent to which you fit the profile of a 6, especially your consistency and reliability with regard to assigned tasks. If you missed or were late with required assignments, offer practical solutions for avoiding that inconsistency in the future. You might also reflect on the idea of doing a job on the days you haven't felt like it, referring specifically to the skills and traits of amenability, assiduousness, self-awareness, and self-efficacy.

17. Tier 3 Profile *

Selected the appropriate score and profile from the list of Tier 3 options below.
Mark only one oval.

{5+} These students may struggle with the skills and knowledge required by the course, but they are more successful than not. They may have more lapses in completing work than students receiving the next highest profile. They may be less focused at home and in class and tend to demonstrate less precision in the metacognitive and/or reflective components of the course. Overall, however, their successes outnumber their flaws.

{6} Students earning this score are consistent and reliable in performance. They are above-average in demonstrated skills and knowledge but do not have the maturity and insight of students earning the next highest profile. They may not improve markedly in their course work, and they may occasionally fail to complete work. They may also lack some precision or depth in the metacognitive and/or reflective components of the learning process.

{5-} Students earning this score struggle to find success. They usually have missing assignments and may fail to complete major components of the course. They are consistently weaker in the skills of reading, writing, and thinking, and they generally lack the ability to be autodidactic. They tend not to contribute to the learning environment. Overall, their flaws outnumber their successes.

Skip to question 20.

Tier 4

An 8 {reflects} [a systemic investment in the course]...

Tier 4 Benchmark

An 8 {reflects} [a systemic investment in the course]...	8	95
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{reflects} = The evidence is now deeper, broader, and more individualized.

[a systemic investment in the course] = The course unlocks and opens up when you invest in the entire system, especially:

1. Direct, proxy, and radial feedback
2. Interstitial and individualized assignments
3. Consistent, metacognitive use of specific GAP language

18. Tier 4 Analysis

Analyze your performance in a way that reflects the skills and traits of this tier.

19. Tier 4 Profile *

Selected the appropriate score and profile from the list of Tier 4 options below.
Mark only one oval.

{9} The strongest readers, thinkers, and communicators, these students also evince the best kind of collegiality, the most authentic curiosity, and the most mature amenability. They are exemplary autodidacts, utilizing inquiry-based tools and structures to improve purposefully in skills and knowledge. They demonstrate a precocious strength in metacognition and are consistently, insightfully reflective.

{7} These students may lack the depth and breadth of success evinced by students earning the next highest profile, but they show skill in close reading, effective communication, and critical thinking. They tend to demonstrate more growth throughout the quarter than students earning the next lowest profile, and their aptitude in autodidactic, metacognitive, and inquiry-based work is measurably better. Their collaborative efforts are more readily apparent and more galvanizing than students earning the next lowest profile. Most critically, these students complete all required assignments.

{8} These students are highly skilled communicators, critical thinkers, and close readers; they lack only the exceptional maturity and depth of students earning the next highest profile. This reflects a systemic investment in the course and a desire to do more than just what is required. These students are also collegial, curious, and amenable in ways that galvanize their peers and demonstrably improve the learning environment.

Skip to question 20.

Skills & Traits

Your goal is a systemic investment in the course, which will invariably increase your focus and feedback. That cycle allows us to strengthen each of the paired skills and traits below. It also allows us to see these skills and traits as interconnected, universal, and universally useful.

Skills & Traits



20. External Artifact Analysis

Note the skills and traits that often produce external artifacts, such as essays and test scores. Consider what you have created in this regard, and then analyze the extent to which the required skills and traits are evident in your body of evidence.

21. Internal Artifact Analysis

Note the four interconnected skills and traits that most often impact us internally. Consider your progress in developing these four, and then analyze your progress.

Confirmation

Before submitting this form, revisit your self-assessment. Scroll carefully through each tier of grade abatement profiles and scores below. Then confirm your GAP score by selecting the appropriate converted score from the menu.

Tier 4

9	The strongest readers, thinkers, and communicators, these students also evince the best kind of collegiality, the most authentic curiosity, and the most mature amenability. They are exemplary autodidacts, utilizing inquiry-based tools and structures to improve purposefully in skills and knowledge. They demonstrate a precocious strength in metacognition and are consistently, insightfully reflective.	100
8	These students are highly skilled communicators, critical thinkers, and close readers; they lack only the exceptional maturity and depth of students earning a 9. An 8 reflects a systemic investment in the course and a desire to do more than just what is required. These students are also collegial, curious, and amenable in ways that galvanize their peers and demonstrably improve the learning environment.	95
7	These students may lack the depth and breadth of success evinced by students earning an 8, but they show skill in close reading, effective communication, and critical thinking. They tend to demonstrate more growth throughout the quarter than students earning a 6, and their aptitude in autodidactic, metacognitive, and inquiry-based work is measurably better. Their collaborative efforts are more readily apparent and more galvanizing than students earning a 6. Most critically, these students complete <i>all</i> required assignments.	90

Tier 3

6	Students earning a 6 are consistent and reliable in performance. They are above-average in demonstrated skills and knowledge but do not have the maturity and insight of students earning a 7 or higher. They may not improve markedly in their course work, and they may occasionally fail to complete work. They may also lack some precision or depth in the metacognitive and/or reflective components of the learning process.	85
5+	These students may struggle with the skills and knowledge required by the course, but they are more successful than not. They may have more lapses in completing work than students receiving a 6. They may be less focused at home and in class and tend to demonstrate less precision in the metacognitive and/or reflective components of the course. Overall, however, their successes outnumber their flaws.	80
5-	Students earning a 5- struggle to find success. They usually have missing assignments and may fail to complete major components of the course. They are consistently weaker in the skills of reading, writing, and thinking, and they generally lack the ability to be autodidactic. They tend not to contribute to the learning environment. Overall, their flaws outnumber their successes.	75

Tier 2

2	These rare students are weak in virtually all facets of the course. A 2 may indicate a deliberate and systemic disengagement from the learning process. This score usually indicates a systemic failure to meet the standards and requirements of the course. There is no evidence of reflection and metacognition. There is no investment in the learning environment.	60
1	Students earning a 1 meet the criteria for a 2, but they are even less successful in meeting the basic requirements of the course.	50
0	Indicates such total failure that no credit can be awarded.	40

Tier 1

4	These students do not meet the basic requirements of the course. They are almost always missing significant work. They usually have not demonstrated growth, and their output reflects inadequate skills and limited knowledge. They tend to be demonstrably unmotivated, incurious, and resistant to learning. There may be an explicit inability or unwillingness to invest in the learning process and classroom environment.	70
3	Students earning a 3 meet the criteria for a 4, but they tend to complete fewer assignments. The work they complete usually demonstrates consistent weaknesses in the basic skills of reading, thinking, and writing. They are often disengaged and resistant. There may be no attempt at inquiry-based or autodidactic learning, and there is minimal metacognitive and reflective work.	65

22. Converted GAP Score *

Any and all relevant materials are located online at the course website:

<http://sisypheanhigh.com/malachite>

Mark only one oval.

- 100
- 95
- 90
- 85
- 80
- 75
- 70
- 65
- 60
- 50
- 40

A copy of your responses will be emailed to meure@brewsterschools.org

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