

## *Composing the Portfolio's Final Piece: The Statement of Self-Assessment*

Now that your Portfolio is complete and ready for submission for the committee's evaluation, you find yourself approaching the task of composing your Statement of Self-Assessment.

An essential part of your Portfolio, the Statement of Self-Assessment does contribute to the finished page count requirement.

The description of the Statement as listed on the Writing Studio syllabus reads as follows:

*Statement of Self-Assessment:* Each portfolio should include a statement of self-assessment that analyzes your work in the course this semester. In this statement, you will argue for why you feel you have satisfied the course objectives of ENGL 1110 and why you are ready to be moved on to either a second semester composition course or to advanced writing classes here at the university. You can cite any text you have completed for this studio class in support of your argument. As a reminder, the following are the course objectives for ENGL 1110, as listed on the syllabus.

- ✿ **Establish a purpose and create a thesis** in their own writing and be able to identify purpose and thesis in the writing of others;
- ✿ **Demonstrate the knowledge of how genres influence reading and writing** by producing writing in multiple genres and by incorporating various tools of arrangement, including the successful use of organizational patterns, transitional and topic sentences, and audience awareness;
- ✿ **Develop arguments and perspectives** through the successful incorporation of research, examples, details, rhetorical appeals, and counter-arguments;
- ✿ **Demonstrate effective revision skills** (global revision, editing, and proofreading) that leads to clear, concise and error-free prose;
- ✿ **Use electronic environments** for the drafting, revising, editing, and submitting of texts;
- ✿ **Demonstrate the ability to critique their own and peers' writing** by understanding the collaborative and social aspects of the writing process;
- ✿ **Develop critical reading skills**, including the ability to locate rhetorical features in a text, identify the audience for a given text, and identify strengths and weaknesses in an author's arguments and reasoning; and
- ✿ **Locate credible scholarly sources**, evaluate the reliability of those sources, and effectively use those sources within a text, including the ability to cite sources in-text and develop a Works Cited page.

**Choose at least three and no more than five of the objectives listed and explain, in detail, how you have satisfied those objectives through your course work. Pay particular attention to referencing Portfolio papers in your Statement. The Statement should conclude with a broader reflection of your strengths and weaknesses as a writer.**

Begin your Statement by selecting your FORMAT of choice.

- ✿ Compose your Statement in the form of a journal entry. Your audience would be yourself as you reflect on your writing experience, much like you would when recording a journey abroad or cross country.
- ✿ Write a letter to the committee as your audience explaining your position for advancement.
- ✿ Construct an argumentative essay with your academic peers as your audience to justify your argument.

Regardless of your format, use examples from your Portfolio pieces to represent how the course's Learning Objectives have been met.

It is critical that this final composition be reviewed and edited carefully by its author since it will **NOT** be one of the pieces discussed during Peer Review or Instructor conferencing.

The committee is aware of this and will scrutinize the writer's ability to successfully meet the Portfolio's grade standards when making their decision.

Use this Statement to evaluate the development of your writing skills over the past weeks. Your reflection could include comments as to why you selected the pieces included in your portfolio and why each represents your development as a writer. You could also comment on the work you decided to omit and why.

Consider other things completed to develop your critical writing skills, such as the Peer Review, class discussion, journal entries, and the in-class exercises and how they contributed to your development as a writer.

There are many Composition textbooks that provide samples of the Self-Assessment in a variety of forms which you may wish to review when making your decision regarding your format of choice. These are available either through the Carlson Library as well as through OhioLink.

As always, do not hesitate to discuss your Self-Assessment with the Writing Studio instructors should any questions or concerns arise during the composition process.

See also these texts available through the University library:

***The Call to Write, Brief Fifth Edition*** by John Trimbur, 2011.

Chapter 23 addresses the compiling of a Portfolio and the final reflection essay you may wish to review as an example of one possibility.

***Community Matters, Second Edition*** by Marjorie Ford and Elizabeth Schave Sills, 2005.

Chapter 2 on "Writing" includes a student's reflection on the writing process she undertook when preparing a narrative essay.

Chapter 3 on “Research Writing” includes a student’s self-evaluation of the process she used for her writing project.