

Self-Evaluation - I am: Pamela

1. Indicate on the rubric below where you feel **you** have performed.

	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	The student: > rarely fulfills responsibilities and commitments with the learning environment; > rarely completes and submits work according to agreed-upon timelines > rarely takes responsibility for and manages own behaviour	The student: > sometimes fulfills responsibilities and commitments with the learning environment; > sometimes completes and submits work according to agreed-upon timelines > sometimes takes responsibility for and manages own behaviour	The student: > usually fulfills responsibilities and commitments with the learning environment; > usually completes and submits work according to agreed-upon timelines > usually takes responsibility for and manages own behaviour	The student: > always fulfills responsibilities and commitments with the learning environment; > always completes and submits work according to agreed-upon timelines > always takes responsibility for and manages own behaviour
Organization	The student: > rarely devises and follows a plan and process for completing work and tasks; > rarely establishes priorities and manages time to complete tasks and achieve goals	The student: > sometimes devises and follows a plan and process for completing work and tasks; > sometimes establishes priorities and manages time to complete tasks and achieve goals	The student: > usually devises and follows a plan and process for completing work and tasks; > usually establishes priorities and manages time to complete tasks and achieve goals;	The student: > always devises and follows a plan and process for completing work and tasks; > always establishes priorities and manages time to complete tasks and achieve goals;
Independent Work	The student: > rarely independently monitors, assesses, and revises plans to complete tasks and meet goals; > rarely uses class time appropriately to complete tasks; > rarely follows Instructions with minimal supervision.	The student: > sometimes independently monitors, assesses, and revises plans to complete tasks and meet goals; > sometimes uses class time appropriately to complete tasks; > sometimes follows Instructions with minimal supervision.	The student: > usually independently monitors, assesses, and revises plans to complete tasks and meet goals; > usually uses class time appropriately to complete tasks; > usually follows Instructions with minimal supervision.	The student: > always independently monitors, assesses, and revises plans to complete tasks and meet goals; > always uses class time appropriately to complete tasks; > always follows Instructions with minimal supervision.
Collaboration	The student: > rarely accepts various roles and an equitable share of work in a group; > rarely responds positively to the ideas, opinions, values, and traditions of others; > rarely works with others to resolve conflicts and build consensus to achieve group goals; > rarely shares information, resources, and expertise	The student: > sometimes accepts various roles and an equitable share of work in a group; > sometimes responds positively to the ideas, opinions, values, and traditions of others; > sometimes works with others to resolve conflicts and build consensus to achieve group goals; > sometimes shares information, resources, and expertise	The student: > usually accepts various roles and an equitable share of work in a group; > usually responds positively to the ideas, opinions, values, and traditions of others; > usually works with others to resolve conflicts and build consensus to achieve group goals; > usually shares information, resources, and expertise	The student: > always accepts various roles and an equitable share of work in a group; > always responds positively to the ideas, opinions, values, and traditions of others; > always works with others to resolve conflicts and build consensus to achieve group goals; > always shares information, resources, and expertise
Initiative	The student: > rarely looks for and acts on new ideas and opportunities for learning; > rarely demonstrates the capacity for innovation and a willingness to take risks; > rarely demonstrates curiosity and interest in learning; > rarely approaches new tasks with a positive attitude;	The student: > sometimes looks for and acts on new ideas and opportunities for learning; > sometimes demonstrates the capacity for innovation and a willingness to take risks; > sometimes demonstrates curiosity and interest in learning; > sometimes approaches new tasks with a positive attitude;	The student: > usually looks for and acts on new ideas and opportunities for learning; > usually demonstrates the capacity for innovation and a willingness to take risks; > usually demonstrates curiosity and interest in learning; > usually approaches new tasks with a positive attitude;	The student: > always looks for and acts on new ideas and opportunities for learning; > always demonstrates the capacity for innovation and a willingness to take risks; > always demonstrates curiosity and interest in learning; > always approaches new tasks with a positive attitude;
Self-Regulation	The student: > rarely sets own individual goals and monitors progress towards achieving them; > rarely seeks clarification or assistance when needed; > rarely assesses and reflects critically on own strengths, needs, and interests; > rarely identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > rarely perseveres and makes an effort when responding to challenges	The student: > sometimes sets own individual goals and monitors progress towards achieving them; > sometimes seeks clarification or assistance when needed; > sometimes assesses and reflects critically on own strengths, needs, and interests; > sometimes identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > sometimes perseveres and makes an effort when responding to challenges	The student: > usually sets own individual goals and monitors progress towards achieving them; > usually seeks clarification or assistance when needed; > usually assesses and reflects critically on own strengths, needs, and interests; > usually identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > usually perseveres and makes an effort when responding to challenges	The student: > always sets own individual goals and monitors progress towards achieving them; > always seeks clarification or assistance when needed; > always assesses and reflects critically on own strengths, needs, and interests; > always identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > always perseveres and makes an effort when responding to challenges

2. What was your biggest difficulty in this project and how did you overcome it?

I had difficulty with some parts of the code because I was unsure of how to fix the problems that occurred. I was able to overcome it by asking my partner for help and we figured it out together.

3. What would you do differently if you could re-do this project and why?

I would set out more clear and realistic goals. We were unable to meet some of the deadlines we set because of unforeseen problems and inefficient work. To be more efficient next time, I would focus less on the aesthetics and more on the actual programming as we had less time to improve our code, which was more important than the graphics.

Peer-Evaluation - Group Member: Jessica

1. Indicate on the rubric below where you feel **your partner** has performed.

	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	The student: > rarely fulfills responsibilities and commitments with the learning environment; > rarely completes and submits work according to agreed-upon timelines > rarely takes responsibility for and manages own behaviour	The student: > sometimes fulfills responsibilities and commitments with the learning environment; > sometimes completes and submits work according to agreed-upon timelines > sometimes takes responsibility for and manages own behaviour	The student: > usually fulfills responsibilities and commitments with the learning environment; > usually completes and submits work according to agreed-upon timelines > usually takes responsibility for and manages own behaviour	The student: > always fulfills responsibilities and commitments with the learning environment; > always completes and submits work according to agreed-upon timelines > always takes responsibility for and manages own behaviour
Organization	The student: > rarely devises and follows a plan and process for completing work and tasks; > rarely establishes priorities and manages time to complete tasks and achieve goals	The student: > sometimes devises and follows a plan and process for completing work and tasks; > sometimes establishes priorities and manages time to complete tasks and achieve goals	The student: > usually devises and follows a plan and process for completing work and tasks; > usually establishes priorities and manages time to complete tasks and achieve goals;	The student: > always devises and follows a plan and process for completing work and tasks; > always establishes priorities and manages time to complete tasks and achieve goals;
Independent Work	The student: > rarely independently monitors, assesses, and revises plans to complete tasks and meet goals; > rarely uses class time appropriately to complete tasks; > rarely follows Instructions with minimal supervision.	The student: > sometimes independently monitors, assesses, and revises plans to complete tasks and meet goals; > sometimes uses class time appropriately to complete tasks; > sometimes follows Instructions with minimal supervision.	The student: > usually independently monitors, assesses, and revises plans to complete tasks and meet goals; > usually uses class time appropriately to complete tasks; > usually follows Instructions with minimal supervision.	The student: > always independently monitors, assesses, and revises plans to complete tasks and meet goals; > always uses class time appropriately to complete tasks; > always follows Instructions with minimal supervision.
Collaboration	The student: > rarely accepts various roles and an equitable share of work in a group; > rarely responds positively to the ideas, opinions, values, and traditions of others; > rarely works with others to resolve conflicts and build consensus to achieve group goals; > rarely shares information, resources, and expertise	The student: > sometimes accepts various roles and an equitable share of work in a group; > sometimes responds positively to the ideas, opinions, values, and traditions of others; > sometimes works with others to resolve conflicts and build consensus to achieve group goals; > sometimes shares information, resources, and expertise	The student: > usually accepts various roles and an equitable share of work in a group; > usually responds positively to the ideas, opinions, values, and traditions of others; > usually works with others to resolve conflicts and build consensus to achieve group goals; > usually shares information, resources, and expertise	The student: > always accepts various roles and an equitable share of work in a group; > always responds positively to the ideas, opinions, values, and traditions of others; > always works with others to resolve conflicts and build consensus to achieve group goals; > always shares information, resources, and expertise
Initiative	The student: > rarely looks for and acts on new ideas and opportunities for learning; > rarely demonstrates the capacity for innovation and a willingness to take risks; > rarely demonstrates curiosity and interest in learning; > rarely approaches new tasks with a positive attitude;	The student: > sometimes looks for and acts on new ideas and opportunities for learning; > sometimes demonstrates the capacity for innovation and a willingness to take risks; > sometimes demonstrates curiosity and interest in learning; > sometimes approaches new tasks with a positive attitude;	The student: > usually looks for and acts on new ideas and opportunities for learning; > usually demonstrates the capacity for innovation and a willingness to take risks; > usually demonstrates curiosity and interest in learning; > usually approaches new tasks with a positive attitude;	The student: > always looks for and acts on new ideas and opportunities for learning; > always demonstrates the capacity for innovation and a willingness to take risks; > always demonstrates curiosity and interest in learning; > always approaches new tasks with a positive attitude;
Self-Regulation	The student: > rarely sets own individual goals and monitors progress towards achieving them; > rarely seeks clarification or assistance when needed; > rarely assesses and reflects critically on own strengths, needs, and interests; > rarely identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > rarely perseveres and makes an effort when responding to challenges	The student: > sometimes sets own individual goals and monitors progress towards achieving them; > sometimes seeks clarification or assistance when needed; > sometimes assesses and reflects critically on own strengths, needs, and interests; > sometimes identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > sometimes perseveres and makes an effort when responding to challenges	The student: > usually sets own individual goals and monitors progress towards achieving them; > usually seeks clarification or assistance when needed; > usually assesses and reflects critically on own strengths, needs, and interests; > usually identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > usually perseveres and makes an effort when responding to challenges	The student: > always sets own individual goals and monitors progress towards achieving them; > always seeks clarification or assistance when needed; > always assesses and reflects critically on own strengths, needs, and interests; > always identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; > always perseveres and makes an effort when responding to challenges

2. What did he/she do well in the project?

Jessica was very responsible and always finished her part of the work. She was also reliable when I couldn't figure out a problem and would find a way to fix it.

3. How could he/she improve in this project?

She was an amazing partner to work with, but could have practiced more for our presentation. She knew her parts well but had difficulty putting them in into words under pressure. We both had other projects due and neglected to practicing for our presentations.