

## Student Self-Evaluation

The LS Math Department expects students to actively participate in their own learning. Regardless of the level of your math class, you can strive to exceed expectations. By engaging in the following activities at the “Exceeds Standard” level, you are taking full advantage of the learning opportunities available to you. While not always tied to grades, exceeding standards increases the likelihood that you will understand the material taught in class, which frequently translates to earning better grades.

Evaluate yourself using each of the measures below. In how many cases do you fall under the “Exceeds Standard” category? As a student, could you do more to take ownership of your own education?

<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Below Standard</b>
<input type="checkbox"/> I complete assignments thoroughly and accurately and on time.	<input type="checkbox"/> I complete assignments, usually on time.	<input type="checkbox"/> I do not consistently complete assignments on time.
<input type="checkbox"/> I check my own problem solutions for accuracy using varied strategies, e.g., comparing with friends and/or using the answers in the back of the text.	<input type="checkbox"/> I check my own problem solutions for accuracy using strategies provided in class.	<input type="checkbox"/> I do not use any strategies to check my own problem solutions.
<input type="checkbox"/> I synthesize examples and information from the text and class notes in order to solve problems.	<input type="checkbox"/> I follow example problem solutions in the text or class notes in order to solve problems.	<input type="checkbox"/> I do not refer to the text or class notes when trying to solve problems.
<input type="checkbox"/> I make a concentrated effort to solve a problem without giving up.	<input type="checkbox"/> I make an attempt to solve a problem.	<input type="checkbox"/> I give up easily if I do not immediately know how to solve a problem.
<input type="checkbox"/> I take initiative to make corrections on my own on assignments that have already been graded.	<input type="checkbox"/> I make corrections on assignments that have already been graded when instructed to do so.	<input type="checkbox"/> I do not make corrections on assignments that have already been graded.
<input type="checkbox"/> I ask and answer questions that deepen my own understanding and that of my classmates.	<input type="checkbox"/> I ask questions that clarify my own understanding.	<input type="checkbox"/> I do not ask questions to clarify my own understanding.
<input type="checkbox"/> When necessary, I seek help from the teacher before an assignment is due.	<input type="checkbox"/> When necessary, I seek help from the teacher after an assignment has been graded.	<input type="checkbox"/> Even when necessary, I do not seek help from the teacher.
<input type="checkbox"/> I come to class on time completely prepared with paper, pencil, calculator, completed homework and/or questions on homework.	<input type="checkbox"/> I usually come to class on time prepared with paper, pencil, calculator, completed homework and/or questions on homework.	<input type="checkbox"/> I often come to class late or unprepared without paper, pencil, calculator, completed homework, or questions on homework.
<input type="checkbox"/> I take responsibility for promptly making up any work missed due to an absence, e.g., I check iPass and try to do the assignments on time.	<input type="checkbox"/> I usually take responsibility for promptly making up any work missed due to an absence, e.g., I make up the assignments after the fact.	<input type="checkbox"/> I seldom take responsibility for making up any work missed due to an absence.

