



School-wide Assessment Policy

(PYP, MYP & DP)

Hiroshima International School

Our mission

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

広島インターナショナルスクールは、誠実と卓越の精神を重んじ、多様な文化への理解を促し、恒久平和そして持続可能な世界に貢献することのできる、国際的な教育を提供します。

Our vision

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.

広島インターナショナルスクールは、生涯を通じて学び、また挑戦をし続け、世界の一員として貢献をする若者を育成します。

Introduction and background

This assessment policy has been developed and is being implemented in accordance with the *Guidelines for Developing a School Assessment Policy* (IB, 2008) and *IB Standards and Practices* publication. It is based on best practice as it relates to the HIS mission statement, the needs of the HIS community, the philosophy of the IB and its mission statement, and current research in assessment procedures.

The development process started in Semester 1, 2016 with contributions from the HIS community. The PLT (Pedagogical Leadership Team) led a workshop presenting to the school-wide teaching team and compiled the contributions from these sessions. Furthermore, the HIS community (students and parents) were surveyed in Semester 2, 2017 in order to compile a shared understanding of assessment procedures implemented at HIS across the PYP, MYP and DP sections of the school.

Members of the school community were also invited through the PTA and PLT to participate in a focus group meeting as well as surveys in order to share research, ideas and priorities on the subject of assessment at HIS.

This HIS Assessment Policy is recognized as being a 'working document' and will thereby be reviewed and communicated to the community following each renewal cycle. This policy will continue to inform action aimed at ongoing improvement of assessment and learning at HIS.

When work started on developing this policy, the existing HIS Assessment Policy was not readily available, was fragmented within the PYP, MYP and DP sections and the staff were unaware of its existence. An updating process was found necessary through an initial whole school reflection session based on the IB-published criteria and requirements for developing an assessment policy.

In addition, there was a general perception amongst staff that discussions and initiatives about assessment procedures were required, especially as the school language profile appeared to have changed in recent years. This policy was therefore written in order to support the further development of teaching and learning practices in school and to open up dialogue about best practices and research in assessment procedures.

Alignment with mission & vision

The Pedagogical Leadership Team and faculty reviewed the final draft of the school assessment policy in November 2017 and determined that there was strong alignment with the mission and vision, specifically, 'promotes integrity,' 'prepared for lifelong learning' and 'meeting challenges.' Students are provided with opportunities to learn or demonstrate integrity by being actively involved in the assessment process. Transparency in assessment connects with integrity on behalf of the teachers, and aligning assessment practices to the IB standards and practices reinforces our commitment to the integrity of our programs. The policy is deeply connected to lifelong learning as specifically stated in our belief that, "assessment is a transferable learning experience which includes varied structured reflections." We recognize that "students need to be provided with effective feedback as a basis for student progress" as a part of the process of lifelong learning. In our practices, we endeavor to "build skills for self-reflection and peer-assessment through the Approaches To Learning" and "encourage student to take ownership of their own learning using strategies related to reflection, peer review, and self-assessment." By teaching students these skills through assessment of learning, we support them in their journey to becoming lifelong learners. Finally, the policy encourages students to meet challenges in ways that are developmentally appropriate so that students can reach their own potential as stated in the belief, "assessment is a balance of age-appropriate student-centred, formative and summative approaches which consider diverse learning styles and choices to demonstrate achievement and progress."

We believe...

Assessment:

- bridges learning and understanding
- should be authentic and relevant to the lives and learning of the students
- should provide constructive feedback on where students are and where they need to get to next
- is designed to be purposeful for students, teachers and parents
- should be understood and transparent for the whole school community
- is a transferable learning experience which includes varied structured reflections
- should take place in a variety of ways to meet curricular needs across the school
- is a balance of age-appropriate student-centred, formative and summative approaches which consider diverse learning styles and choices to demonstrate achievement and progress.
- is most effective when students are involved in the assessment process and understand how to be successful
- practice is aligned to the IB standards and practices

評価とは:

- 学習と理解を結びつける
- 生徒の生活と学習に関連しており、信頼性が高い
- 生徒の現在の実力を測り、次に何をすべきか建設的なフィードバックを与える
- 生徒にも教師にも保護者にも意味のあるように作成されている
- 学校のコミュニティ全体に理解され、透明性がある
- 様々な振り返りが組み込まれた応用のできる学習経験となる
- 学校全体のカリキュラムのニーズに応じ、様々な方法で行われる
- 生徒の様々な学習スタイルや学習成果を示す為の選択肢が考慮されて作成された形成的評価、総括的評価のバランスがとれており、生徒中心の年齢に見合ったものである
- 評価手順に生徒が関わり、またどのようにすれば成功をおさめることができるか生徒自身が理解すると最も効果が現れる
- IBプログラムの基準と実践要綱に沿っている

We recognise...

In conjunction with the published IB standards and practices:

- Assessment is integral to planning, teaching and learning.
- The assessment system and assessment practices must be communicated to students and parents.
- There needs to be a balance between formative and summative assessment.
- Opportunities for peer, self-assessment and reflection need to be incorporated into the assessment process.
- Students' current knowledge and experience need to be assessed before embarking on new learning.
- Students need to be provided with effective feedback as a basis for student progress.
- Reporting to parents needs to be accessible and meaningful.

IBの基準と実践要綱に記載

- 評価とは指導計画、実際の指導、そして学習に欠かせないものである
- 評価システムと評価の実施は生徒と保護者に伝えなければならない
- 形成的評価と総括的評価をバランスよく取り入れる必要がある
- 相互評価、自己評価、振り返りの機会を評価過程に組み込む必要がある
- 新しい学習を行う前に、生徒の現段階における知識と経験を測る必要がある
- 生徒は学習の進捗具合に応じて適切なフィードバック(助言)を受ける必要がある
- 保護者への報告は、理解しやすく、また意義のあるものでなければならない

- Assessment data needs to be analyzed as part of collaborative planning and reflection to guide teaching and learning
- Assessment needs to be used to evaluate the effectiveness of the curriculum.
- 評価に関する資料は、指導及び学習に結びつく協同計画や協同振り返りの一つとして分析されるべきである
- 評価はカリキュラムの効果性を査定する為に使用される

Primary Years Programme

We will:

- First and foremost, assess students against the IB Scope and Sequence Curriculum documents
- Officially share reports on student progress with parents in a timely manner aligned to the programme of inquiry
- Schedule official student-parent meetings and accommodate requests to meet with parents when mutually convenient
- Open channels of communication with parents in a variety of ways
- Offer a range of assessment types including pre-assessment, formative, summative and reflective assessments
- Provide regular and constructive feedback for students to set goals for future achievement
- Use a range of tools and strategies to assess students and inform teacher planning to meet the needs of all students
- IBの「学習範囲と順序(Scope and Sequence)」のカリキュラムに照らし合わせて評価する事を第一とする
- 探求のプログラムにそった生徒の学習状況レポートを適時に保護者と公的に共有する
- 生徒・保護者面談は学校行事の中に組み込まれている。必要であればリクエストに応じて対応する
- 保護者との連絡は様々な方法で行う
- プレアセスメント(既習事項の確認)、形成的評価、総括的評価、振り返りの評価など、様々な形式の評価方法を実施する
- 生徒が到達目標をたてられるよう、定期的、建設的なフィードバック(助言)をする
- 様々な評価方法を用いて、全ての生徒の必要性に応じた学習計画をたてる

Middle Years Programme

We will:

- Moderate assessments to ensure consistency and common practices implementing MYP assessment criteria and determining achievement levels.
- Align formative and summative assessment tasks with the statement of inquiry.
- Consider the diverse needs of the cohort when planning assessment tasks and be mindful of balancing student workloads and well-being.
- Provide students with the assessment criteria and task-specific instructions on how to achieve in the highest markbands of the MYP assessment criteria.
- Provide a range of assessment opportunities throughout the unit during formative and summative assessments.
- Build skills for self-reflection and peer-assessment through the Approaches To Learning. See Appendix 7.
- Design and scaffold assessment tasks so that feedback can be provided throughout the process.
- Provide feedback in different forms (oral, written, conferences, reflections) through informal and formal means.
- Make use of standardised testing to plan curriculum and
- MYP評価規準を使用し達成レベルを設定し、適切で一貫性のある評価になるよう調節する
- 形成的評価と総括的評価課題は、その単元の探求テーマに沿っている
- 生徒の多様なニーズ、課題を完成させるまでの時間や、生徒が健康的な生活を送る事ができるように考慮した上で評価課題を計画する
- 評価基準とMYP評価基準の最高指標に達する為にはどうすれば良いか示した課題別指示を配布する
- 単元を通し、形成的評価や総括的評価など様々な評価を行う機会を設ける
- ATLを通じて、自己評価と相互評価のためのスキルを構築する(Appendix 7参照)
- 評価課題を数段階にわけれるよう作成し、生徒の学習段階に応じてフィードバックを与える
- 公式・非公式に関わらず様々な形（口頭、書式、面談、振り返り等）でフィードバックを提供する
- カリキュラムや指導計画のためにインターナショナルス

instruction (International Schools Assessment, WIDA language assessments and the Developmental Reading Assessment).

- Educate parents to develop an understanding of MYP assessment philosophy and practice through a range of mediums.
- Formally report student achievement using the MYP assessment criteria in each course and a best-fit approach to assign grades at the conclusion of each semester according to MYP principles & practice. See Appendix 5.
- Engage parents in discussions of student progress during mid-term parent teacher student conferences and through annual student-led conferences.
- Use the Personal Project as a tool to assess students' skills at the conclusion of the MYP.

クールテスト、WIDA 言語テスト、DRAテスト等の標準テストを活用する

- 様々な方法で、保護者がMYPの評価理念と実践の理解を深めることができるよう努める
- 各コースのMYP評価基準を使用し、MYPの原則と実践に従った最善のアプローチで割り当てた成績を学期の終わりに正式に記録する Appendix 5参照
- 三者面談及び生徒主体の面談を通じて、保護者と生徒の学習進捗具合について意見をかわす
- MYP終了時に、生徒のスキルを評価するための方法として、パーソナルプロジェクトを活用する

Diploma Programme

We will:

- Plan for a variety of formative and summative assessments.
- Inform students of assessment type and relevant criteria through instruction and scaffolding for assessments.
- Discuss student performance on assessments using criteria with students and parents during parent teacher student conferences twice per year.
- Encourage student to take ownership of their own learning using strategies related to reflection, peer review, and self-assessment.
- Ensure that students are assessed on the skills and knowledge necessary for success in the DP by aligning assessments with course objectives and outlines.
- Use standardization as a tool to ensure consistency in assessment and grading practices.
- Implement backward planning for instruction and learning based on summative assessment.
- Use formative assessment to guide learning and instruction.
- Facilitate opportunities for students to reflect at the end of a unit.
- 様々な方法を使い、形成的評価及び総括的評価を行う
- 授業を通して評価課題の種類及び課題の評価規準を知らせ、評価課題を成し遂げる段階を踏めるようにする
- 年2回行われる三者面談では、生徒の評価・学習進捗状況について、評価基準を用い意見を交わす
- 振り返り、相互評価、自己評価などをおこない、生徒が自分自身の学習に責任を持って取り組むよう奨励する
- コースの目的と計画に沿った評価課題を用い、DPに役立つ知識とスキルを評価する
- 評価及び成績判断における一貫性を保つため、標準化を行う
- 総括的評価に基づき、指導と学びのためのバックワードプランニング(後方計画)をたてる
- 形成的評価を指導と学びのための指標として用いる
- 単元の最後に生徒が振り返りを行う機会を設ける

- Provide feedback on formative and summative assessments to guide future performance. Align feedback with course grade descriptors, assessment criteria or course aims & objectives.
- Grade students on a 1-7 grading scale that aligns with IB DP subject group grade descriptors.
- 今後の学習にいかせるよう形成的評価と総括的評価に関するフィードバック（助言）を与える。フィードバックは、評価内容、評価規準もしくはコースの目的を反映させる
- IB DP教科グループ評価内容に沿い、生徒への評価を7段階で与える

See the HIS [Teaching and Learning Handbook](#) for implementation guidance.
[HIS Teaching and Learning Handbook](#) ガイドライン参照

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HIS Languages Policy

APPENDIX 1

Hiroshima International School HIS- Mission, Vision and Guiding Philosophy

ミッション Our mission

HIS will provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet.

HISのビジョン：誠実性、卓越性、異文化への感受性を育み、生涯にわたり平和で持続可能な地球への責任を果たす国際的な教育を行います。

ビジョン Our vision

HIS will cultivate young people who are prepared for lifelong learning, meeting challenges and outstanding citizenship anywhere in the world.

HISの使命：生涯を通じて学び挑戦をし続け、世界の一員として貢献する若者を育成します。

Guiding Philosophy

- To provide a world-class education through effective and innovative teaching based on the principles and objectives of the International Baccalaureate.
- To provide our students with essential skills, knowledge, understanding, attitudes and techniques and with opportunities to apply them.
- To provide a safe, supportive and positive learning environment that meets the social, emotional, intellectual, physical and spiritual needs of each student.
- To provide opportunities for students to work both independently and collaboratively with the goal of helping them to learn to solve problems, meet challenges and develop a respect for the aspirations and perspectives of others.
- To provide a truly international education that prepares children to play a full and active role as global citizens and leaders.
- To provide opportunities for students both to develop a strong sense of their self-identity and to be able to express this.
- To engage integrally in the opportunities for learning afforded by the cultural and linguistic diversity of our location and community.
- To provide opportunities for students to foster a commitment to world peace based on a spirit of mutual understanding and cultural respect.
- To provide an educational program where English is used as the main language of instruction and mother tongues are valued and supported.
- To recruit and retain faculty and staff of the highest quality and to encourage their continued professional development.
- To foster a sense of community among the students, parents, faculty, administration and Board, based on open communication, mutual respect, cooperation and concern.
- To act as a model school for others that share our ideals and beliefs.

2. International Baccalaureate IB Mission statement. IB Learner Profile

*APPENDIX 2**IB mission statement*

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

APPENDIX 3

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:

Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers (Courageous)

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

We understand the importance of balancing different aspects of our lives—intellectual, physical, (spiritual) and emotional— to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

Hiroshima International School Assessment Policy, November 2017

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Appendix 5
MYP Report

Hiroshima International School		Semester Report		June 2017	
Name:		Days Absent: 5			
Grade: 9 (MYP 4)		Days Late: 9			
Advisers: Stirling Perry & Takako Tokunaga		Principal: Damian Rentoule			

Subject	Assessment Criteria Levels				Grades	
	A (0-8)	B (0-8)	C (0-8)	D (0-8)	Overall (1-7)	Self-management
English Language Acquisition A Comprehending Spoken & Visual Text B Comprehending Written & Visual Text C Communicating in Response to Text D Using Spoken & Written Language	5	5	4	5	5	P
Japanese Language & Literature A Analysing B Organising C Producing Text D Using Language	3	4	3	5	4	D
Individuals & Societies A Knowing & Understanding B Investigating C Communicating D Thinking Critically	3	3	3	2	3	D
Science A Knowing & Understanding B Inquiring & Designing C Processing & Evaluating D Reflecting on the Impact of Science	4	5	5	3	4	D
Mathematics A Knowing & Understanding B Investigating Patterns C Communicating D Applying in Real Life Situations	1	3	3	3	3	D
Art A Knowing & Understanding B Developing Skills C Thinking Creatively D Responding	4	4	5	4	4	D
Design A Inquiring & Analysing B Developing Ideas C Creating D Evaluating	4	4	6	4	4	D
Physical & Health Education A Knowing & Understanding B Planning for Performance C Applying & Performing D Reflecting & Improving Performance	3	4	6	4	4	D

Overall Grade		
The levels (0-8) from the assessment criteria (A-D) are summed, and the ranges below are used to determine the overall grade in each subject.		
Grade	Range	Grade Descriptors
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
C / P / N		C: student has completed modified course activities P: student has partially completed some modified course activities N: insufficient evidence for evaluation

Self-management Ratings

E: Exemplary Self-management skills are demonstrated effectively and consistently, and with independence.
P: Proficient Self-management skills are demonstrated effectively and frequently, independently or with some guidance.
D: Developing Self-management skills are demonstrated with guidance, or sometimes with independence.
U: Unsatisfactory Self-management skills may not be demonstrated, even with guidance, or may be demonstrated inconsistently. There is little evidence of this practice in the student's academic performance.

Self-management Skills		
Organisational Skills	Affective Skills	Reflective Skills
<ul style="list-style-type: none"> - Manages time and tasks effectively - Plans for long and short term assignments; meets deadlines - Keeps and uses weekly planner for assignments - Brings necessary materials to class - Keeps information for class organized - Uses technology effectively and productively 	<ul style="list-style-type: none"> - Practices focus and concentration - Overcomes distractions - Demonstrates persistence and perseverance - Demonstrates self-motivation - Bounces back from mistakes or failures - Practice dealing with change 	<ul style="list-style-type: none"> - Develops new skills, techniques and strategies for learning - Awareness of strengths and weaknesses of personal learning strategies - Demonstrates flexibility in selection and use of learning strategies

Self-evaluation		Design	Nigel Barker
English Language Acquisition	Marybeth Kamibeppu	Physical & Health Education	Wayne Bartelink
Japanese Language & Literature	Yoko Yanagi & Junko Koibuchi		
Individuals & Societies	Annie Levasseur		
Science	Christina Hyde		
Mathematics	Joshua Jones		
Art	Ayako Kurokawa		

Appendix 6
DP Assessment Report

Hiroshima International School		Semester Report		May 2017	
Name:		Grade: 11		Days absent: 0	
Hiroshima International School		Adviser: Joshua Jones & Yoko Yanagi		Days late: 0	
				Principal: Damian Rentoule	

Subject	Semester 1		Semester 2	
	Grade	Effort	Grade	Effort
English A (SL)	5	G	6	E
Japanese A (HL)	6	G	6	E
Psychology HL	7	E	6	G
Biology SL	4	G	5	E
Mathematics SL	4	G	5	G
Visual Arts HL	6	G	5	G
Theory of Knowledge	5	G	4	G
CAS	-	G	-	G

Key:

Grade:
 7 excellent
 6 very good
 5 good
 4 satisfactory
 3 mediocre
 2 poor
 1 very poor
 N unavailable

Effort:
 E excellent
 G good
 S satisfactory
 U unsatisfactory

English A (SL)	Stirling Perry
Japanese A (HL)	Yoko Yanagi
Psychology HL	Pamoja Online Education
Biology SL	Christina Hyde
Mathematics SL	Joshua Jones
Visual Arts HL	Ayako Kurokawa
Theory of Knowledge	Jessica Pechhold
CAS	Christina Hyde

Appendix 7
Student ATL Self-Reflection for Semester Reports

Self-Management Assessment						
<p>Directions:</p> <ul style="list-style-type: none"> ▪ Identify the degree to which you demonstrate the behaviors listed below related to self-management. ▪ Rate yourself on the following scale. <p style="text-align: center;">1 = never 2 = rarely 3 = sometimes 4 = often 5 = always</p>						
Self-Management Checklist						
Organization skills	Managing time and tasks effectively					
How can I demonstrate organization skills?	Plan short and long term assignments; meet deadlines	1	2	3	4	5
	Set goals that challenging and realistic	1	2	3	4	5
	Select and use technology effectively and productively	1	2	3	4	5
Affective skills	Managing state of mind 感情 (かんじょう) のコントロール					
How can I manage my own state of mind?	Emotional management: Practice strategies to overcome impulsiveness and anger	1	2	3	4	5
	Self motivation: Practice positive thinking	1	2	3	4	5
	Resilience: Practice 'bouncing back' after adversity, mistakes and failures	1	2	3	4	5
Reflection	(Re-)considering what has been learned; choosing and using skills					
How can I be reflective?	Identify strengths and weaknesses of personal learning strategies (self-assessment)	1	2	3	4	5
	Consider skills development (What can already do? How can I share my skills to help peers who need more practice? What will I work on next?)	1	2	3	4	5

Self-Reflection
<p>1. Which of the self-management skills do you feel you need to develop more? Check as many as needed based on your checklist.</p> <ul style="list-style-type: none"> ◇ Organization skills: managing time and tasks effectively ◇ Affective skills: managing state of mind ◇ Reflection: Re-considering what has been learned and using skills
<p>2. What will you do to acquire or improve these skills?</p>

Semester Report Self-Evaluation
<p>Use the self-reflection and check list to write your semester self-evaluation.</p> <ul style="list-style-type: none"> ▪ Identify areas that are your strengths based on the checklist. ▪ Identify areas that you would like to improve and how you plan to do it.