Gilmour Academy Student Self-Assessment
2019-2020

“To have the competence to see and the courage to act in creating a more humane and just society.”

**Purpose:** The self-assessments are designed to help you prepare to holistically assess all aspects of your experience and growth at Gilmour Academy and to offer you the opportunity to reflect upon your personal goals and habits, academic successes and challenges and spiritual development—supported with physical and anecdotal evidence—in a deeply engaging format.

**What to do:**

- With the help of your SMART goals, set in advisory, choose 3-5 of the GA outcomes to highlight throughout your presentation.

- Provide samples of work and discuss specifically how they demonstrate excellence and/or growth towards your SMART goals and the related Gilmour outcomes you choose to address.

- The work should come from at least three disciplines and may include extracurricular, athletic, service or other out-of-school activities. Ask yourself...
  - What patterns emerge as I review all of my evaluations?
  - Is there anything I find surprising?
  - Where is my performance strongest? Where might I improve?
  - Am I making the most of my talents and abilities?

- Be prepared to speak for 10-12 minutes, allowing time for questions and comments from your teachers and parents.

- Utilize the rubric (attached at the end) to help you prepare for your presentation!

- Meet with your advisor to prepare. You are not expected to go at this alone.

---

**Gilmour Academy Outcomes**

- People of hope on a journey of faith
- Courageous, collaborative leaders
- Empathetic, engaged global citizens
- Authentic, effective communicators
- Reflective, analytical thinkers
- Innovative, resilient problem solvers
- Curious, resourceful lifelong learners
Questions specific to grade levels:
While all students on all grade levels should be reflecting on the extent to which they are meeting their personal goals, the following questions are specific to each grade level:

**Freshman: Transition**
- What aspects of the freshman experience at Gilmour Academy (retreat, advisory, orientation, Freshman Gateway, classes, extracurriculars) have you connected with the most and why?

**Sophomore: Self-Awareness**
- Reflecting on your growth over the past year, what have you taken away from your freshman year experience and how have you applied that knowledge to your strengths, challenges and experiences during sophomore year?

**Junior: Reflection**
- You have less than one year remaining before you begin your senior year experience at Gilmour. In what ways are you prepared for that? What concerns do you have? What are you or should you be doing now to explore areas of interest and options for college?

As you present your findings, you should keep several things in mind:

- **YOU** open and close the presentation. This is your time and your presentation.
- Introduce yourself, your parents and your teachers.
- Use samples of work to support and demonstrate your points.
- Do not rely on your notes or screen throughout your presentation. Your teachers would rather hear from you than watch a PowerPoint!
- Finally, **be creative**. While you will certainly consider tests, papers and other traditional models of academic work, consider also videos, photos, and anything else that might help you to demonstrate those areas in which you are achieving excellence, demonstrating creativity, or stretching yourself—inside and outside of school. Please include your life beyond Gilmour!
# Gilmour Academy Student Self-Assessment Rubric

<table>
<thead>
<tr>
<th></th>
<th>Inadequate</th>
<th>Developing</th>
<th>Competent</th>
<th>Superior</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Integration of Gilmour Outcomes &amp; Mission</strong></td>
<td>Student does not mention the Gilmour Student outcomes.</td>
<td>Student mentions a couple of Gilmour Student Outcomes in a perfunctory fashion as a discrete topic, but with little evidence or explanation.</td>
<td>Student may present a laundry list of Gilmour Student Outcomes as a discrete topic and some explanation or evidence of accomplishment or impact.</td>
<td>Student integrates understanding of the GA Student Outcomes &amp; Mission into the content of the presentation with clear evidence of achievement.</td>
</tr>
<tr>
<td><strong>Observations:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Holistic Self-Awareness</strong></td>
<td>Student cannot articulate an understanding of his/her strengths, challenges, goals, and growth.</td>
<td>Student indirectly mentions his/her strengths, talents, goals, or growth, perhaps in relation to grades or performance on individual projects.</td>
<td>Student describes specific areas of strength, weakness or growth as an isolated topic, rather than holistically. Student touches on all aspects of their life.</td>
<td>Student demonstrates insight and self-awareness, examining multiple aspects of his/her life holistically. Audience gains a greater understanding of the student as a whole.</td>
</tr>
<tr>
<td><strong>Observations:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity and Personalization of Presentation</strong></td>
<td>Student seems to be delivering unfamiliar material in a disengaged manner.</td>
<td>Student may read presentation verbatim or otherwise make little eye contact or other acknowledgement of the audience. Student does little to engage the audience or speak about anything other than academics.</td>
<td>Student is articulate and makes good eye contact frequently, acknowledging the presence of those mentioned in the course of the presentation; student is able to respond appropriately to posed questions. Student demonstrates some creativity and personality.</td>
<td>Student exhibits a high level of comfort with the topic and audience. The organizational materials guide the presentation without stifling the delivery. Student is inclusive and welcoming of audience, responding thoroughly and thoughtfully to posed questions and teachers learn more about the student outside of GA.</td>
</tr>
<tr>
<td><strong>Observations:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Clear Evidence of Preparation</strong></td>
<td>Student uses no artifacts, notes, or other support or is guided solely by a copy of his/her schedule. Student may seem to be unfamiliar with the topics that need to be covered.</td>
<td>Student brings a few of the most recent assessments and confines the presentation to a discussion of those items. Student may use a few notes or a brief outline.</td>
<td>Student brings examples of work from a variety of classes. Student may have notes, script, or outline of the material to be covered.</td>
<td>Presentation seems well planned and rehearsed and is supported by a variety of types of work. Student may have extensive notes, script, or outline of the material to be covered.</td>
</tr>
<tr>
<td><strong>Observations:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments/Suggestions to Student: