

GENERAL FEEDBACK

GAP Report Paragraphs

At the end of any grade abatement process, you must analyze your performance. This is not an essay, at least not in length; it should, however, be insightful and engaging. Focus on the universal skills and traits. Use the language of the profiles. Be specific and honest.

Attachment: [Grade Abatement Profile Reports](#)

Succinct, Not Short

First, note that *all* assessment materials relate to the required writing response, not just [the post attached above](#). For instance, you need a working knowledge of at least the following documents and posts:

- [Step-By-Step Guide to Grade Abatement](#)
- [Grade Abatement Profiles](#)
- [Universal Skills and Traits](#)
- [Static GAP Score Feedback](#)

You also need an understanding of [what separates sufficient writing from insufficient writing](#), regardless of the prompt.

When you self-assess as part of [the grade abatement process](#), you complete a form comprised primarily of quantitative ratings. Here is a screenshot of the self-assessment of in-class focus:

In-Class Focus *

This is the measure of your daily productivity, including the progress made toward specific learning goals. This is the ability to stay demonstrably on-task for the class period. Think carefully about the patterns you've created — your habitual organization of your workspace, your investment in collaborative efforts, your evident diligence and attentiveness, and so on.

0 1 2 3 4 5 6 7 8 9

Drowned in a Dirac sea of
negatively charged anti-focus



Consistently and
completely invested in the
course

And here is a screenshot of the self-assessment of [the fight to be self-aware and confident](#):

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Set #4 *

THE STRUGGLE AGAINST DUNNING-KRUGER EFFECTS AND IMPOSTER SYNDROMES



Amenability ↔ Self-Awareness | Amenable folks seek and accept criticism and praise about all aspects of themselves and their work. That process must be goal- and growth-oriented at different times, and it requires a clear picture of strengths and weaknesses. Tony Wagner calls this “collective human judgment informed by evidence.”



Assiduousness ↔ Self-Efficacy | This is how to live like an academic tardigrade: You must test your limits, develop resilience, and embrace failure as essential to learning. Hard work is just part of what is required to overcome procrastination, impulsivity, and complacency; you must also have a purpose beyond survival.

0 1 2 3 4 5 6 7 8 9

No evidence



Exemplary evidence

There is no check on those ratings when you submit them. You could get every single rating incorrect. You could inflate your performance; you could also diminish yourself. (That’s one reason the struggle against the Dunning-Kruger effect and imposter syndrome is so crucial.)

The purpose of these ratings is to help you to evaluate yourself accurately. Each step of the process forces you to collect and then to evaluate evidence. At each step, you are also pushed again and again back into the profiles, skills and traits, and step-by-step process.

If you do this slowly and in good faith, with an open mind and a focus on objectivity, then you will arrive at the final steps knowing which profile fits the evidence. You’ll see the internal logic of the system align what you’ve actually done with what it actually means.

The last step is to write about your profile in a succinct and insightful way. You don’t want to summarize your work, and it doesn’t help you to speak generally or vaguely. You want to showcase a growth mindset: What did you accomplish, how did you struggle, and what comes next as a result?

In the following two sets of student responses, you’ll find an adequate response, a short but insightful response, and an inadequate or insufficient response. The first responses, while adequate, could be vastly improved by more specific use of the criteria for assessment. The second responses demonstrate insight and honesty, but the writing is obviously too short. The insufficient work is there as a comparison.

In other words, these examples show you the bar your self-assessment writing must clear. It must generate insight for you, not just feedback from your teacher. It must be specific, and it should use the language of the assessment process, not your own vague understanding.

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Set #1	
1	One of the biggest reasons i chose 6 and not 7 was because of missing assignments. A 7 would indicate completion of all of my assignments which would simply be... lying. I don't think I fall as low as a 5+ because I don't find myself struggling with the required skills and knowledge. The work so far hasn't been too difficult for me, it's just a matter of pushing myself to actually start it. Another reason I don't think I fit the 5+ category is because it describes students as being less focused at home and in class, which I don't think applies to me. I always know what is going on and what is required, and ask for help and feedback if I don't understand something or am unsure if my work is meeting the criteria of the assignment.
2	While I do having trouble focusing at home and in class, I am completing most, if not, all work. I have collaborated with many people in the start of my pareto project and have been successful in asking for advice from friends to coworkers, as well as researching skateparks. I've been successful in reading all the material, but have trouble absorbing all in information.
3	I would say 6 resonates more with me,i may sometimes just not finish assignments. when it all comes down to it i am focused and fully engaged in work.
Set #2	
4	My performance for this GAP panel I think is good but I know I defenitly could've done better. I think I deserve the 80 because I tend to struggle on focusing on whats happening at home and in school so I get confused very easily and am left asking my peers on what I need to do in order to complete my work to it's fullest. Once my peers tell me I usually get the assignment done within the class period but other times it takes longer for me to do it especially if I don't understand it competely. My grades tend to be higher which is good but I feel as if I'm not retaining the knowledge I'm learning as well as I should be but at least my grades represent the success I've achieved
5	Everyday I check my google classroom for assignments and announcements. I also check my gmail, and I care about my work. I really want to pass all my classes. It´s not easy for me because sometimes it takes me longer to understand my assignment, but I do ask for help.
6	well i believe i got a 7 in pretty much everything. I could do better but im not doing bad either. Theres room for improvement