

HIST 231: Medieval Europe (Winter 2024)
Research Trail Part Three: Self-Assessment and Self-Reflection

One of the central goals of this course is to consider how you have grown as a scholar over the semester. This focus is a key aspect of ungrading but at the same time is an important part of any course which features a semester long research project. To help us assess your learning journey over this course, please complete this self-assessment and self-reflection.

There are FOUR sections:

1. Rubric to assess the evidence of your learning.
2. Checklist to assess fulfillment of assignment requirements.
3. Conversion guide to determine your grade based on the rubric.
4. Questions to guide the self-reflection of your learning journey.

Please ensure that you complete ALL FOUR SECTIONS of this handout. Submit it with Part Three of your research trail project. Completing this self-assessment and reflection is an important part of ungrading as it provides us with a foundation on which to develop our evaluation of your work. Take it seriously and set aside time so that you can provide full answers to the questions but also think deeply about the rubrics.

A few notes:

- Final grades will be based on two evaluations: one by me as the instructor and one completed by you as the student, using the criteria below.
- If our grades are vastly different, I will set up a meeting so that we can discuss them together.
- The ultimate decision for your final grade will lie with me as the instructor BUT we will discuss it together if needed.
- Please be honest in your self-evaluation! Don't be modest if you feel you have achieved the outlined criteria stated below. At the same time, don't kid yourself that you have achieved "advanced" when realistically you have not.
- If you need help interpreting the rubric or any other aspect of this self-assessment, please let me know and I will explain it in more detail.

Part A: Rubric

Underline, highlight, italicize, or change the text colour of the boxes on the rubric which you think best reflect what you have achieved with Part Three of your Research Trail (Final Proposal).

Learning Goal	Emerging	Developing	Proficient	Advanced
RESEARCH	Presents information from irrelevant primary and secondary sources.	Presents information from relevant primary and secondary sources representing limited historical approaches.	Presents in-depth information from relevant primary and secondary sources representing various historical approaches.	Synthesizes in-depth information from relevant primary and secondary sources representing various historical approaches.
ANALYSIS	Lists evidence, but it is unrelated to topic.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities related to topic.	Organizes evidence to reveal <u>important</u> patterns, differences, or similarities related to topic.	Organizes and synthesizes evidence to reveal <u>insightful</u> patterns, differences, or similarities to topic.
INTERPRETATION	Significance of the evidence is absent. Its relationship to our understanding of your topic is not provided.	Significance of the evidence is briefly mentioned. Its relationship to our understanding of your topic is unclear.	Significance of the evidence is noted, highlighting its relationship to our understanding of your topic.	Significance of the evidence is insightful, highlighting its importance to our understanding of your topic.

PRESENTATION OF KNOWLEDGE	The connection between the research, analysis, and interpretation and the final output is not evident.	Final output has some aspects of authenticity (authentic = reflective of the research, analysis, and interpretation). The perspective presented on the topic is surface level.	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation) and multi-layered perspective on this topic.	Final output provides an authentic (authentic = reflective of the research, analysis, and interpretation), multi-layered, and new perspective on this topic.
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Part B: Requirements

Use the check-list below for your specific presentation of knowledge to ensure you've fulfilled the requirements assigned to that option. If you click on the box under "presentation of knowledge" for each task, it will "check" it for you.

TASK	Presentation of Knowledge
At least two primary sources	<input type="checkbox"/>
At least three secondary sources	<input type="checkbox"/>
Use of Academic Sources	<input type="checkbox"/>
Conforms to specific project guidelines (inclusion of introduction, conclusion, discussion of historiography, discussion of primary sources, bibliography, page length)	<input type="checkbox"/>
Correct Grammar/Spelling /Syntax	<input type="checkbox"/>
Correct use/format of footnotes or endnotes	<input type="checkbox"/>

Part C: Determining a final grade

The final grade for your assignment is made up of the components above. To translate your letter grade, use the following conversion guide:

Proficiency Scale	Logic Rule	Letter Grade
Advanced The student demonstrates a sophisticated understanding of the concepts and competencies relevant to the expected learning.	All “Advanced”	A+
	Mostly “Advanced” and some “Proficient”	A
	Equal “Advanced” and “Proficient”	A-
Proficient The student demonstrates a complete understanding of the concepts and competencies relevant to the expected learning.	Mostly “Proficient”, some/occasional “Advanced”	B+
	Mostly “Proficient”, occasional “Developing” and no “Emerging”	B
Developing The student demonstrates a partial understanding of the concepts and competencies relevant to the expected learning.	A mix of “Developing” and “Proficient” OR mostly “Developing”	C+
	Mostly “Developing” and no “Emerging”	C
Emerging The student demonstrates an initial understanding of the concepts and competencies relevant to the expected learning.	Mostly “Developing” and some “Emerging”	C-
	Mostly “Emerging” and the occasional “Developing”	D

Part D: Reflection

The final aspect of your grade for this project is your learning journey. Please answer the below questions, reflecting back on all components of your research trail project.

1. Consider the first three components (Part One, Part 2A, Part 2B) and how you responded to the feedback provided. What role did each stage play in the development of your project?

2. How did your ideas about this project change over the semester? What did you learn about the research process?

3. How did you grow as a scholar over this project?

Please make sure to submit this self-assessment with your final proposal.