Self-evaluation

As you work through your reflective project and on its completion, it is worth taking the time to ask yourself a series of questions relating to the assessment criteria.

The following questions can be adapted for personal use.

Criterion A: The issue in context

This criterion assesses the student's knowledge and understanding of the issue as well as the ability to analyse diverse perspectives on the issue. Also, this criterion assesses the student's ability to contextualize the issue, which could be in terms of, for example, education, technology, politics, economics, the environment or the workplace.

Have you:

- analysed the central issue from different perspectives?
- shown good knowledge and understanding of the issue with a clear sense of scope and context(s)?

Criterion B: Community awareness

This criterion assesses the student's awareness and understanding of the impact of the issue on the community. The community could be local or global.

Have you:

- engaged with a community?
- ensured that engagement supports an analysis of the impact of the issue on that community?
- ensured your engagement with the community formed an integral part of your inquiry?

Criterion C: The ethical dimension of the issue

This criterion assesses the student's ability to explore the ethical dimension of the issue using a balanced approach.

Have you:

- evaluated the ethical dilemma of the issue?
- justified the validity of both sides of the
- shown balance in your approach to both sides of the dilemma in your conclusion?

Criterion D: Cultural awareness

This criterion assesses the student's awareness of cultural influences on the ethical dimension of the issue.

Have you:

- analysed how cultural perspectives can influence the ethical dimension (that is ethical dilemma) of the issue?
- developed and integrated this analysis into your project?



Criterion E: Reasoning

This criterion assesses the student's reasoning processes, ability to evaluate material and ability to think logically.

Have you:

- evaluated the issue in a clear and convincing manner?
- used, where appropriate, deductive and inductive reasoning to develop ideas and support conclusions?
- created a logical, perceptive and concise conclusion?

Criterion F: Supporting evidence

This criterion assesses the student's ability to collect and use relevant information from a variety of sources.

Have you:

- sourced a wide range of evidence providing contrasting views of the issue?
- critically examined the views presented?
- ensured your evidence form an integral part of an in-depth analysis of the issue?

Criterion G: Student voice

This criterion assesses the student's ability to express a personal view on the issue using a range of relevant evidence.

Have you:

- been precise, considered and, where appropriate, persuasive in your point of view?
- drawn on a range of evidence to justify your position?

Criterion H: Reflection

This criterion assesses the student's ability to reflect on the insights gained through exploration of the issue.

Have you:

 made reflective statements analysing and evaluating the insights you have gained through exploring your issue?

Criterion I: Communication

This criterion assesses the effectiveness of the language used in the project and the ability to communicate important terms, concepts, ideas and their application.

Have you:

- ensured your language is clear, concise, and supports and develops meaning?
- explained key terms, concepts and ideas clearly and precisely?
- shown understanding of the key terms through using them?

Criterion J: Presentation

This criterion assesses the ability to organize the project in terms of coherence and structure. Documentation style is also assessed.

Have you:

- ensured your project is organized to give clarity and cohesion to the ideas presented?
- ensured the sections of your project link together to present a coherent and convincing whole?
- provided references, citations and a bibliography correctly?

