

# Hedge School Coop

Student Evaluations and Teacher Feedback

Dr. Erin Flynn



Hedge School Cooperative

Come be who YOU are!

A-Outstanding	B-Above Average	C-Average	D-Below Average	F-Failing
<ul style="list-style-type: none"> <li>• Excellent Effort</li> <li>• Extra/very good work</li> <li>• Amazing Creativity</li> <li>• Above and beyond</li> <li>• Excels</li> <li>• Everything completed</li> <li>• Broad participation</li> <li>• Student is very proud of their work</li> <li>• More than willing</li> </ul>	<ul style="list-style-type: none"> <li>• Good effort</li> <li>• Minimum and then some</li> <li>• Good Creativity</li> <li>• Good quality</li> <li>• Complete work</li> <li>• Good participation</li> <li>• Shows full willingness</li> </ul>	<ul style="list-style-type: none"> <li>• Okay effort</li> <li>• Bare minimum</li> <li>• Little creativity</li> <li>• Meh quality</li> <li>• Behaves okay</li> <li>• Mostly done/messy work</li> <li>• Shows willingness</li> </ul>	<ul style="list-style-type: none"> <li>• Very little effort</li> <li>• Incomplete work</li> <li>• Copying others work</li> <li>• Below the bare minimum</li> <li>• No creativity</li> <li>• Overly distracted/not paying attention</li> <li>• Almost completely unwilling to put in effort/focus</li> </ul>	NO EFFORT WHAT SO EVER

# Hedge Feedback Template

Important aspects of the students' work in English and History. Here are a few criteria to consider:

1. **Analysis:** How well do students understand and interpret the material?
2. **Support:** How effectively do students use evidence to back up their points?
3. **Structure:** How well-organized is the students' work?
4. **Creativity:** How original and engaging is the students' approach?

## Analysis

- **Level Achieved:** [Beginning / Developing / Meeting / Exceeding Expectations]

## Feedback:

- **Strengths:** [Describe what the student did well in their analysis.]
- **Areas for Improvement:** [Describe what the student can work on to improve their analysis.]

# Final Part of Feedback Template

## Overall Comments:

- **General Strengths:** [Highlight the overall strengths of the student's work.]
- **Suggestions for Improvement:** [Provide general suggestions for how the student can improve their work in the future.]

## Analytic Rubric for English and History Assignment

Criterion	Beginning	Developing	Meeting	Exceeding Expectations
<b>Analysis</b>	The analysis is superficial or missing. The student does not demonstrate an understanding of the material.	The analysis shows some understanding but lacks depth. The student makes basic observations but misses key points.	The analysis is clear and shows a good understanding of the material. The student identifies key points and provides thoughtful insights.	The analysis is thorough and insightful. The student demonstrates a deep understanding of the material and offers original interpretations.
<b>Support</b>	The work lacks evidence or the evidence provided is irrelevant. The student does not support their points.	The work includes some relevant evidence, but it is not consistently used. The student makes some attempts to support their points.	The work includes relevant and sufficient evidence. The student effectively supports their points with appropriate evidence.	The work includes a wide range of relevant and compelling evidence. The student skillfully integrates evidence to support their points.
<b>Structure</b>	The work is disorganized and difficult to follow. The student does not use paragraphs or logical sequencing.	The work has some organization, but it is inconsistent. The student uses paragraphs, but transitions are weak or missing.	The work is well-organized and easy to follow. The student uses clear paragraphs and logical sequencing with effective transitions.	The work is exceptionally well-organized and flows smoothly. The student uses sophisticated structure and transitions to enhance readability.
<b>Creativity</b>	The work is unoriginal and lacks engagement. The student does not show any creative thinking.	The work shows some creativity, but it is not fully developed. The student makes some attempts to engage the reader.	The work is original and engaging. The student demonstrates creative thinking and effectively captures the reader's interest.	The work is highly original and exceptionally engaging. The student shows outstanding creativity and captivates the reader throughout.

## Grammar Rubric

Criterion	Beginning	Developing	Meeting	Exceeding Expectations
<b>Sentence Structure</b>	Sentences are often incomplete or run-on. The student does not use varied sentence structures.	Sentences are sometimes complete but may include run-ons or fragments. The student uses some varied sentence structures.	Sentences are complete and mostly correct. The student uses varied sentence structures effectively.	Sentences are complete, correct, and varied. The student uses complex and varied sentence structures skillfully.
<b>Punctuation</b>	Punctuation is often incorrect or missing. The student does not use punctuation marks correctly.	Punctuation is sometimes correct but inconsistent. The student makes some errors in punctuation usage.	Punctuation is mostly correct. The student uses punctuation marks correctly with few errors.	Punctuation is consistently correct. The student uses punctuation marks skillfully and effectively.
<b>Spelling</b>	Spelling errors are frequent and interfere with understanding. The student does not use correct spelling.	Spelling errors are present but do not significantly interfere with understanding. The student makes some spelling mistakes.	Spelling is mostly correct with few errors. The student uses correct spelling for most words.	Spelling is consistently correct. The student uses correct spelling for all words.
<b>Grammar and Usage</b>	Grammar and usage errors are frequent and interfere with understanding. The student does not use correct grammar and usage.	Grammar and usage errors are present but do not significantly interfere with understanding. The student makes some grammar and usage mistakes.	Grammar and usage are mostly correct with few errors. The student uses correct grammar and usage for most sentences.	Grammar and usage are consistently correct. The student uses correct grammar and usage skillfully and effectively.

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## Hedge School Student Self-Assessment

NAME:

SELF-ASSESSMENT AREAS	Very Confident	Fairly Confident	Not Very Confident	Not At All Confident	NOTES
I possess sufficient resources to achieve my academic goals.					
I complete assigned work effectively and on time.					
I am able to clearly identify areas where I can improve.					
I am able to accurately describe a situation in writing.					
I am able to verbally articulate my thoughts and ideas.					
I am willing to learn from my peers.					
I convey my thoughts to others clearly and respectfully.					
I demonstrate effective listening skills.					
I am able to learn from critical reflection.					
I am able to think critically and objectively about any given topic or situation.					
I take the initiative to discover new academic challenges.					
I am able to think critically while a lesson is delivered.					
I am able to write out my thoughts in a persuasive and critical way, including a convincing thesis and solid evidence to support my claims.					

# Student Self-Reflection and Goal Setting

Final reflections and goal setting:

1. Following the above assessments, how do I feel I have done overall this year?
2. Where do I excel in my learning and practice?
3. Where are the areas in my learning that I would like to improve upon?
4. What are two steps I can take in order to accomplish the above?

Based on my self-reflection and my answers above, I would rate my overall performance at the following level:



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