**Self-Evaluation Restaurant Review**

**Rationale:** Self-reflection and critical analysis are “often overlooked” as sources of feedback; guided self-assessment helps “students become better readers and editors of their own writing; such work builds confidence as students become more aware of their own strengths and their abilities to help themselves” (Hedgcock & Ferris 2013, p. 262).

**Considerations for adaptation:** Consider what components of writing an assignment in your course privileges. Tailor the questions on the self-evaluation to those components you want the students to practice. Try to ensure that the questions are tied to in-class instruction and/or the rubric/grading criteria for the assignment.

1. What dominant impression of the restaurant and dining experience have you created? What mood or atmosphere does your review create? How have you created this impression?

2. What sensory details (sight, sound, smell, touch, taste) have you included in your draft? How do these sensory details contribute to the dominant impression?

3. List some sentences in your draft that use vivid language.

4. List some sentences in your draft that use vague language. Revise the vague language into vivid language.

5. List some sentences that include adjectives and adverbs in your draft. Revise the sentences to delete unnecessary adjectives and adverbs.

6. Identify any clichés/overused phrases in your draft. Revise them using fresh language.

7. What criteria did you use to evaluate your experience/meal? How have you made those criteria clear to your readers?

8. What evidence have you provided to support your evaluation/review?

9. What revisions do you plan to make to your draft between now and [next class meeting/draft due date]?