

University of Louisville
AIM Student Assessment
Pre-Meeting

Student _____

Advisor _____

Date _____

I. Student Assessment

Circle the description that best describes the student, based on your review of the student's self-reflection data:

Self-Aware Thinker	External Focused Thinker	Naïve Thinker
The person who is not only good at thinking, but also fair to others	The person who is good at thinking, but unfair to others	The person who doesn't care about, or isn't aware of, his or her thinking

Comments:

II. Initial Plan

Plan

1.		Completed?

Plan:

2.		Completed?

Plan:

3.		Completed?

AIM Student Assessment

Student _____
Meeting 1 2 3

Advisor _____
Date _____

I. Assessment

- a. Review the plan from the previous meeting and indicate the actions that were completed.
- b. Elements and Standards of the Student's Thinking-In which category of "thinker" do most of the student's comments fall:

	<u>Self-Aware Thinker</u> The person who is not only good at thinking, but also fair to others	<u>External Focused Thinker</u> The person who is good at thinking, but unfair to others	<u>Naïve Thinker</u> The person who doesn't care about, or isn't aware of, his or her thinking
Information	<ul style="list-style-type: none"> Gathers complete (Depth and Breadth) information to make decisions about their academic status. 	<ul style="list-style-type: none"> Provides information about the behaviors of others but not their own behaviors. 	<ul style="list-style-type: none"> Accepts the information presented without seeking additional explanation or elaboration.
Questions	<ul style="list-style-type: none"> Asks significant, relevant questions related to their academic status. 	<ul style="list-style-type: none"> Asks superficial and/or irrelevant questions about their academic status. 	<ul style="list-style-type: none"> Doesn't ask questions about their academic status. Waits to be instructed by the advisor.
Assumptions	<ul style="list-style-type: none"> Clearly, accurately and precisely identifies things taken for granted or assumed. 	<ul style="list-style-type: none"> States assumptions about the behavior of others to a greater extent than behaviors of self. 	<ul style="list-style-type: none"> Unable to identify anything taken for granted or assumed about their academic status.
Implications	<ul style="list-style-type: none"> Formulates clear, logical implications for their behaviors. 	<ul style="list-style-type: none"> Identifies the behaviors of others as the primary reason they are on warning. 	<ul style="list-style-type: none"> Does not connect behavioral choices with consequences.
Point of View	<ul style="list-style-type: none"> Fairly considers multiple perspectives related to their academic status. 	<ul style="list-style-type: none"> Focuses primarily on the role of others that impacted their academic status. 	<ul style="list-style-type: none"> Is not aware of any perspectives related to their academic warning status.

c. Intellectual Traits of the Student

	4-Exemplary	3-Developing	2-Beginning	1-Unaware
Intellectual Courage-Face and fairly address ideas, beliefs, viewpoints	Clearly, accurately and completely identifies relevant and significant reasons s/he is on academic warning.	Identifies a combination of reasons based on the behaviors of self and others for why s/he is on academic warning.	Primarily identifies reasons based on the behavior of others for why s/he is on academic warning.	Does not identify reasons for being on academic warning e.g. States I don't know how or why I am on academic warning.
Intellectual Perseverance-Firm adherence to rational principles in spite of difficulties	Consistently works their way through the complexities of being on academic warning.	Expresses frustration but attempts to work their way through the complexities of being on academic warning.	Quickly gives up when they encounter a difficulty as they work their way through being on academic warning.	Simple, superficial thinking that does not require struggling/effort/or work to consider issues related to being on academic warning..
Intellectual Autonomy-Gain command over one's thoughts	Consistently identifies relevant, logical plans independent of the advisor.	Identifies plans to move from academic warning in collaboration with the advisor.	Suggests minimal plans in addition to those from the advisor.	Does not identify any plans to move from academic warning.
Confidence in Reason-Learn to think coherently and logically for themselves	Forms realistic plans to remove their academic warning status.	Develops a combination of realistic and unrealistic plans to remove their academic warning status.	Develops unrealistic plans to remove their academic warning status.	Does not have a plan to remove their academic warning status.

Comments:

Plan:

1.		Completed?

Plan:

2.		Completed?

Plan:

3.		Completed?

Plan:

4.		Completed?