

## Instructions for the ISPE Self & Coach's Evaluations

### Self-Evaluation:

When you applied for ISPE, you set some specific performance objectives for yourself. These were goals that you wanted to try to achieve in your sport/activity during the semester. Your job in the Self-Evaluation is to list those goals and to evaluate how well you have achieved the goals. You may want to also discuss what things you still need to work on with regard to each goal. You should discuss each goal in detail, explain what you have improved upon, and what things you still need to work on in order to achieve the goal. If you feel that you have completely achieved a goal, explain how you achieved it and then discuss new goals that you have set for your self.

### Partial Example - Using Golf as an example:

Goal #1: By January, I want to lower my handicap by 3 strokes from an 82 to a 79.

Evaluation: I have succeeded in lowering my handicap by two strokes to an 80. My tee shots on par 4's and par 5's have improved significantly with my improved driving accuracy. I still need to work on improving my second and/or third shots in order to reach the green in regulation more consistently. My putting has been fairly consistent although I do need to improve my long putting accuracy in order to avoid three-putting. In order to completely achieve my goal in the future I will...

### Self-Evaluation Guidelines:

- Approximately one page, typed, double-spaced in 12 point font
- Should show that you have invested significant thought into writing the evaluation
- Should address all of the goals that you set for yourself in your ISPE application
- Self-Evaluations will not be graded based upon whether the student actually met the goals discussed but rather on how much effort and thought was put into the Self-Evaluation itself
- The Self-Evaluation should include a signature from the student, a parent, and the coach indicating that all three parties have read the evaluation

### Coach's Evaluation Guidelines:

- The Coach's Evaluation addresses the same topic as the Self-Evaluation in that the coach should provide a detailed evaluation of how well the student has achieved each of the goals that the student set for her/himself. It is exactly the same as the Self-Evaluation but the coach is the evaluator instead of the student.
- Approximately one page, typed, double-spaced in 12 point font
- Should show that the coach invested significant thought into writing the evaluation
- Should address all of the goals set by the student in the ISPE application
- The Coach's Evaluation should include a signature from the student, a parent, and the coach indicating that all three parties have read the evaluation