

Reflective Writing Rubric

| Skills | 5 | 4 | 3 | 2 | 1 |
|--------------------------------|--|---|--|---|---|
| Depth of reflection | Demonstrate a conscious and thorough understanding of the subject matter. This reflection can be used as an example for other students. | Demonstrate a thoughtful understanding of the subject matter. | Demonstrate a basic understanding of the subject matter. | Demonstrate a limited understanding of the subject matter. This reflection needs revision. | Demonstrate little or no understanding of the subject matter. This reflection needs revision. |
| Use of textual evidence | Use specific and convincing examples from the texts studied to support claims in your own writing, making insightful and applicable connections between texts. | Use relevant examples from the texts studied to support claims in your own writing, making applicable connections between texts. | Use examples from the text to support most claims in your writing with some connections made between texts. | Use incomplete or vaguely developed examples to only partially support claims with no connections made between texts. | No examples from the text are used and claims made in your own writing are unsupported and irrelevant to the topic at hand. |
| Language use | Use language that is precise and engaging, with notable sense of voice, awareness of audience and purpose, and varied sentence structure. | Use language that is fluent and original, with a sense of voice, awareness of audience and purpose, and the ability to vary sentence structure. | Use basic but appropriate language, with a basic sense of voice, some awareness of audience and purpose and some attempt to vary sentence structure. | Use language that is vague or imprecise for the audience or purpose, with little sense of voice, and a limited awareness of how to vary sentence structure. | Use language that is unsuitable for the audience and purpose, with little or no awareness of sentence structure. |
| Conventions | Demonstrate control of the conventions with essentially no errors, even with sophisticated language. | Demonstrate control of the conventions, exhibiting occasional errors only when using sophisticated | Demonstrate partial control of the conventions, exhibiting occasional errors that do not hinder comprehension. | Demonstrate limited control of the conventions, exhibiting frequent errors that make comprehension difficult. | Demonstrate little or no control of the conventions, making comprehension almost |

Rubric For Reflective Essay

G Psacharopoulos



Rubric For Reflective Essay:

Handbook of Reflection and Reflective Inquiry Nona Lyons, 2010-04-07 Philosophers have warned of the perils of a life spent without reflection but what constitutes reflective inquiry and why it is necessary in our lives can be an elusive concept Synthesizing ideas from minds as diverse as John Dewey and Paulo Freire the *Handbook of Reflection and Reflective Inquiry* presents reflective thought in its most vital aspects not as a fanciful or nostalgic exercise but as a powerful means of seeing familiar events anew encouraging critical thinking and crucial insight teaching and learning In its opening pages two seasoned educators Maxine Greene and Lee Shulman discuss reflective inquiry as a form of active attention Thoreau's wide awakeness an act of consciousness and a process by which people can understand themselves their work particularly in the form of life projects and others Building on this foundation the Handbook analyzes through the work of 40 internationally oriented authors Definitional issues concerning reflection what it is and is not Worldwide social and moral conditions contributing to the growing interest in reflective inquiry in professional education Reflection as promoted across professional educational domains including K 12 education teacher education occupational therapy and the law Methods of facilitating and scaffolding reflective engagement Current pedagogical and research practices in reflection Approaches to assessing reflective inquiry Educators across the professions as well as adult educators counselors and psychologists and curriculum developers concerned with adult learning will find the *Handbook of Reflection and Reflective Inquiry* an invaluable teaching tool for challenging times

The Framework for Success in Postsecondary Writing Nicholas N. Behm, Sherry Rankins-Robertson, 2017-03-03 Illustrates the widespread applications of the Framework for Success in Postsecondary Writing especially the eight habits of mind in helping students to be successful not only in postsecondary writing courses but also in four arenas of life academic professional civic and personal

Teaching Middle School Physical Education Bonnie S. Mohnsen, 2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised

A Rhetoric of Reflection Kathleen Yancey, 2016-08-15 Reflection in writing studies is now entering a third generation Dating from the 1970s the first generation of reflection focused on identifying and describing internal cognitive processes assumed to be part of composing The second generation operating in both classroom and assessment scenes in the 1990s developed mechanisms for externalizing reflection making it visible and thus explicitly available to help writers Now a third generation of work in reflection is emerging As mapped by the contributors to *A Rhetoric of Reflection* this iteration of research and practice is taking up new questions in new sites of activity and with new theories It comprises attention to transfer of writing knowledge and practice teaching and assessment portfolios linguistic and cultural difference and various media including print and digital It conceptualizes conversation as a primary reflective medium both inside and outside the classroom and for individuals and collectives and articulates the role that different genres play in hosting

reflection Perhaps most important in the work of this third generation is the identification and increasing appreciation of the epistemic value of reflection of its ability to help make new meanings and of its rhetorical power for both scholars and students Contributors Anne Beaufort Kara Taczak Liane Robertson Michael Neal Heather Ostman Cathy Leaker Bruce Horner Asao B Inoue Tyler Richmond J Elizabeth Clark Naomi Silver Christina Russell McDonald Pamela Flash Kevin Roozen Jeff Sommers Doug Hesse *Literacy Projects for Student-Centered Classrooms* Karrell Hickman,2007-04-18 Meets NCTE and IRA standards offers guidelines for using the student centered approach to literacy instruction and presents four long term research projects that encourage teamwork and creativity **English for Students of Maritime Academy** Nancy Lumban Batu, Each lesson within this book has been meticulously developed to offer you a comprehensive understanding of key topics from the hierarchies of seafarer professions and ranks to the nuances of maritime communication and the latest regulatory amendments affecting the industry Through a blend of theoretical exploration and analytical exercises you are invited to engage with the material actively applying what you learn to real world scenarios and reflecting on the implications of your newfound knowledge This journey is not just about acquiring technical vocabulary or understanding regulatory texts it s about fostering a deeper appreciation for the language of the sea and its role in guiding the safe passage of ships across the world s oceans It s about preparing you to not only succeed in your examinations but to thrive in a challenging and rewarding industry **Automated Essay Scoring** Beata Beigman Klebanov,Nitin Madnani,2022-05-31 This book discusses the state of the art of automated essay scoring its challenges and its potential One of the earliest applications of artificial intelligence to language data along with machine translation and speech recognition automated essay scoring has evolved to become both a revenue generating industry and a vast field of research with many subfields and connections to other NLP tasks In this book we review the developments in this field against the backdrop of Elias Page s seminal 1966 paper titled The Imminence of Grading Essays by Computer Part 1 establishes what automated essay scoring is about why it exists where the technology stands and what are some of the main issues In Part 2 the book presents guided exercises to illustrate how one would go about building and evaluating a simple automated scoring system while Part 3 offers readers a survey of the literature on different types of scoring models the aspects of essay quality studied in prior research and the implementation and evaluation of a scoring engine Part 4 offers a broader view of the field inclusive of some neighboring areas and Part ref part5 closes with summary and discussion This book grew out of a week long course on automated evaluation of language production at the North American Summer School for Logic Language and Information NASSLLI attended by advanced undergraduates and early stage graduate students from a variety of disciplines Teachers of natural language processing in particular will find that the book offers a useful foundation for a supplemental module on automated scoring Professionals and students in linguistics applied linguistics educational technology and other related disciplines will also find the material here useful Assessing the Online Learner Rena M. Palloff,Keith Pratt,2008-12-03 Written by Rena M Palloff and Keith

Pratt experts in the field of online teaching and learning this hands on resource helps higher education professionals understand the fundamentals of effective online assessment It offers guidance for designing and implementing creative assessment practices tied directly to course activities to measure student learning The book is filled with illustrative case studies authentic assessments based in real life application of concepts and collaborative activities that assess the quality of student learning rather than relying on the traditional methods of measuring the amount of information retained *Doing Reflective Practice in English Language Teaching* Thomas S. C. Farrell,2021-12-29 This practical and engaging book introduces readers to reflective practice in English language teaching Assuming no background knowledge Thomas S C Farrell clearly and accessibly walks through ways that teachers can integrate and implement reflective practice in the classroom and in other contexts to benefit their teaching and their own professional development Each chapter covers an important dimension of reflective practice and features many ready to use activities that are designed to empower teachers and allow them to overcome challenges they ll face throughout their careers Covering many types of reflection and the many purposes it serves this book addresses written reflection lesson planning classroom observation classroom management group communication and more This resource is ideal for preservice and early career language teachers and is an important supplement to courses in language education and applied linguistics programs

A Problem-based Approach for Management Education Philip Hallinger,Edwin M. Bridges,2007-05-22 A Problem based Approach for Management Education describes the use of problem based learning PBL in management education PBL is an active learning approach first pioneered in medical education but whose use has grown steadily in a variety of professional fields over the past two decades The authors draw upon their experience in using PBL in a broad array of management education programs at the Bachelor Master Doctoral and Executive levels in North America and in Asia This book is designed to provide both novice and experienced users of PBL with resources for designing and implementing problem based management education The book provides the novice with useful theoretical and practical background on how design a PBL curriculum use PBL in a classroom and develop PBL materials At the same time the book will challenge experienced users of PBL and case teaching to extend their applications through the use of learning technologies and more systematic approaches to assessment and curriculum design

Assessment, Learning and Judgement in Higher Education Gordon Joughin,2008-12-11 There has been a remarkable growth of interest in the assessment of student learning and its relation to the process of learning in higher education over the past ten years This interest has been expressed in various ways through large scale research projects international conferences the development of principles of assessment that supports learning a growing awareness of the role of feedback as an integral part of the learning process and the publication of exemplary assessment practices At the same time more limited attention has been given to the underlying nature of assessment to the concerns that arise when assessment is construed as a measurement process and to the role of judgement in evaluating the quality of students work It

is now timely to take stock of some of the critical concepts that underpin our understanding of the multifarious relationships between assessment and learning and to explicate the nature of assessment as judgement Despite the recent growth in interest noted above assessment in higher education remains under conceptualized This book seeks to make a significant contribution to conceptualizing key aspects of assessment learning and judgement *Reclaiming Accountability* Wendy Sharer, Tracy Ann Morse, Michelle F. Eble, William P. Banks, 2016-04-06 *Reclaiming Accountability* brings together a series of critical case studies of writing programs that have planned implemented and or assessed the impact of large scale accreditation supported initiatives The book reimagines accreditation as a way to leverage institutional or programmatic change Contributions to the volume are divided into three parts Part 1 considers how specialists in composition and rhetoric can work most productively with accrediting bodies to design assessments and initiatives that meet requirements while also helping those agencies to better understand how writing develops and how it can most effectively be assessed Parts 2 and 3 present case studies of how institutions have used ongoing accreditation and assessment imperatives to meet student learning needs through programmatic changes and faculty development They provide concrete examples of productive curricular part 2 and instructional part 3 changes that can follow from accreditation mandates while providing guidance for navigating challenges and pitfalls that WPAs may encounter within shifting and often volatile local regional and national contexts In addition to providing examples of how others in the profession might approach such work *Reclaiming Accountability* addresses assessment requirements beyond those in the writing program itself It will be of interest to department heads administrators writing program directors and those involved with writing teacher education among others Contributors Linda Adler Kassner William P Banks Remica Bingham Risher Melanie Burdick Polina Chemishanova Malkiel Chosed Kyle Christiansen Angela Crow Maggie Debelius Michelle F Eble Jonathan Elmore Lorna Gonzalez Angela Green Jim Henry Ryan Hoover Rebecca Ingalls Cynthia Miecznikowski Susan Miller Cochran Cindy Moore Tracy Ann Morse Joyce Magnotto Neff Karen Nulton Peggy O Neill Jessica Parker Mary Rist Rochelle Rodrigo Tulora Roeckers Shirley K Rose Iris M Saltiel Wendy Sharer Terri Van Sickle Jane Chapman Vigil David M Weed [Online Intercultural Education and Study Abroad](#) Jane Jackson, 2018-11-16 With the increasing focus on international education and study abroad programmes *Online Intercultural Education and Study Abroad* meets the need for a text that addresses ways in which technology may be harnessed to enhance student experience Combining case studies with theoretical insights this book critically investigates the effectiveness of a fully online study abroad intervention that was designed to optimise intercultural learning in an international context Intercultural education researchers and practitioners are provided with theory based practical ideas such as eLearning strategies and online mentoring tips to help students maximise their intercultural education journey intercultural competence development and social engagement while abroad Both practical and research focused this volume considers a wide range of topics including Contemporary notions of experiential learning Guided critical reflection through e

mentoring A social constructivist orientation towards eLearning pedagogy Tools to help understand and measure learner development abroad Online Intercultural Education and Study Abroad is suitable for both novice and experienced study abroad practitioners researchers and administrators Satisfying the growing interest in using eLearning within study abroad programmes this book will be a necessary point of reference for any institution that aims to enhance international educational experience especially through the use of technology **Teaching American Studies** Elizabeth A.

Duclos-Orsello, Joseph B. Entin, Rebecca Hill, 2021-08-17 What if American Studies is defined not so much in the pages of the most cutting edge publications but through what happens in our classrooms and other learning spaces In *Teaching American Studies* Elizabeth Duclos Orsello Joseph Entin and Rebecca Hill ask a diverse group of American Studies educators to respond to that question by writing chapters about teaching that use a classroom activity or a particular course to reflect on the state of the field of American Studies *Teaching American Studies* speaks to teachers with a wide range of relationships to the field To start it is a useful how to guide for faculty who might be new to or unfamiliar with American Studies Each author brings the reader into their classes to offer specific concrete details about their pedagogical practice and their students learning The resulting chapters connect theory and educational action as well as share challenges difficulties and lessons learned The volume also provides a collective impression of American Studies from the point of view of students and teachers What primary and secondary texts and what theoretical challenges and issues do faculty use to organize their teaching How does the teaching we do respond to our institutional and educational contexts How do our experiences and those of our students challenge or change our understanding of American Studies Chapters in this collection discuss teaching a broad range of materials from memoirs and novels by Anne Moody and Octavia Butler to cutting edge cultural theory to the widely used collection *Keywords for American Cultural Studies* But the chapters in this collection are also about dancing eating and walking around a campus to view statues and gravestones They are about teaching during the era of Donald Trump Black Lives Matter and giving up authority in the classroom *Teaching American Studies* is both a new way to think about American Studies and a timely collection of effective ways to teach about race gender sexuality and power in a moment of political polarization and intense public scrutiny of universities *The Learning Portfolio* John Zubizarreta, 2009-03-16 The learning portfolio is a powerful complement to traditional measures of student achievement and a widely diverse method of recording intellectual growth This second edition of this important book offers new samples of print and electronic learning portfolios An academic understanding of and rationale for learning portfolios and practical information that can be customized Offers a review of the value of reflective practice in student learning and how learning portfolios support assessment and collaboration Includes revised sample assignment sheets guidelines criteria evaluation rubrics and other material for developing print and electronic portfolios **Teacher Education** G.S. Prakasha, Anthony Kenneth, 2023-06-30 This volume analyses how teaching internships that support teacher education programmes are conducted across the globe *Teaching*

internships are important learning experiences in teacher training programmes a core experiential component that enables teachers intraining to acquire skills in practical setups The book takes readers through various aspects of teaching internships Extending its application to both national and international teacher education programmes to include teacher training in elementary primary secondary and higher secondary schools the volume discusses various existing teaching internship models important guidelines and best practices assessment practices typical challenges as well as future opportunities for effective teaching internships It also shares expertise insights and know how from scholars around the world on planning and executing excellent internships for these programmes Drawn from expert research this book will be of interest to students teachers and researchers of education teacher education sociology of education and politics of education It will also be useful for teacher trainees academicians teacher educators policymakers school teachers curriculum developers teacher training institutes and universities offering teacher education programmes *Writing* Elena L.

Grigorenko, Elisa Mambrino, David D. Preiss, 2012-05-04 This book captures the diversity and richness of writing as it relates to different forms of abilities skills competencies and expertise Psychologists educators researchers and practitioners in neighboring areas are interested in exploring how writing develops and in what manner this development can be fostered but they lack a handy unified and comprehensive source of information to satisfy their interest The goal of this book is to fill this void by reflecting on the phenomenon of writing from a developmental perspective It contains an integrated set of chapters devoted to issues of writing how writing develops how it is and should be taught and how writing paths of development differ across writing genres Specifically the book addresses typologies of writing pathways of the development of writing skills stages of the development of writing individual differences in the acquisition of writing skills writing ability and disability teaching writing and the development and demonstration of expertise in writing *Beyond the Traditional Essay: Increasing Student Agency in a Diverse Classroom with Nondisposable Assignments* Melissa Ryan, Kerry Kautzman, 2022-07-12 This volume offers a range of responses to the problem of disposable assignments essays written just for a grade and then thrown away The scholars collected here explore how renewable assignments can contribute to public knowledge eliciting student work that is shared across networks of learning that does something that transcends the teacher's grade Although there is significant interest in such innovative teaching practices particularly in this year of pedagogical experimentation there are few resources for teachers that collect in one place both scholarly context and practical advice for implementing renewable assignments in the classroom The essays in this volume range widely from demonstrating how digital tools engage and empower reluctant learners to raising theoretical questions around intellectual property to measuring the success of renewable assignments through outcomes assessment **Teaching Writing Genres Across the Curriculum** Susan Lee

Pasquarelli, 2006-06-01 This volume showcases the efforts of real teachers using the teaching events from real middle school classrooms Included is the work of eight hard working middle school teachers who are convinced that the form and function

of genre is a way to teach writing across the middle school curriculum Each chapter contains sample lessons protocols classroom instructional materials and assessment tools to provide middle school teachers with an approach to explore rigorous expository writing instruction in their own classrooms *Academic and Student Affairs in Collaboration* Mitchell A. Levy, Bernard A. Polnarev, 2016-06-10 *Academic and Student Affairs in Collaboration* provides a comprehensive and evidenced based understanding of the partnerships necessary to achieve an institutional culture devoted to student success Chapter authors explore how to design implement and assess collaborative efforts between student and academic affairs in support of increased student success This book provides best practices for fostering and enhancing campus dialogue career development pathways academic support services and other important initiatives to increase retention and learning outcomes improve motivation and goal attainment and enhance institutional accountability This book is a must read for scholars faculty leaders and practitioners in Student Affairs and Higher Education interested in achieving student success at their universities and colleges

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