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### Reflection Journal Rubric

Criteria	5	3	1	0
<b>Structure Ideas (x2)</b>	All or almost all of the entries have a connection to structure.	Most entries have a connection to structure.	Few entries have a connection to structure.	None of the entries have a connection to structure.
<b>Feelings and Thoughts (x2)</b>	Feelings and thoughts are revealed in all or almost of the entries.	Feelings and thoughts are revealed in most entries.	Feelings and thoughts are revealed in few of the entries.	None of your feelings and thoughts are revealed in any of the entries.
<b>Format</b>	The proper format has been followed for all of the entries.	The proper format has been followed for most of the entries.	The proper format has been followed for few of the entries.	The proper format has not been followed for any of the entries.
<b>Mechanics</b>	All or almost all of my entries use correct spelling and grammar.	Most of my entries use correct spelling and grammar.	Few of my entries use correct spelling and grammar.	None of my entries use correct spelling and grammar.
<b>Completion</b>	All entries are present, in order, and together.	All entries are present, but are either not together or in order.	All entries are not present, but they are together or in order.	All entries are not present, nor are they together or in order.

Almost all- 90%

Most- 75% or more

Few- less than 75%

**TOTAL** \_\_\_\_\_/35

# Sample Journal Rubric

**Jennifer Lawson**



## **Sample Journal Rubric:**

**Standards-based Activities with Scoring Rubrics: Performance-based projects**, 2002      **A Collection of Performance Tasks and Rubrics** Deborah Blaz, 2001 First Published in 2001 Routledge is an imprint of Taylor Francis an informa company      **Collections of Performance Tasks & Rubrics** Deborah Blaz, 2013-08-06 This book features 68 performance tasks and rubrics all designed to motivate and engage your students Also included are samples of student work to help you apply the rubrics and develop your grading and scoring skills The performance assessments in this book were contributed by teachers like you from all over the country and they include open ended and extended response exercises projects and portfolios behavioral assessments skits debates discussions etc authentic assessments and student self assessments in addition to those administered by teachers      *From Principles of Learning to Strategies for Instruction-with Workbook Companion* Robert J. Seidel, Kathy C. Perencevich, Allyson L. Kett, 2007-09-19 In this workbook companion we expand on the strategies presented in the book by supplying need based practical and specific strategies for implementation of a variety of other subject matters The book provides contributions from a mix of teacher educators and practitioners We focus on a specific targeted group high school age adolescents Our targeted readers are new and experienced teachers developing curricula for this group      **Science the "write" Way** Jodi Wheeler-Toppen, 2011 Writing skills are high on the list of real world requirements for all students including science students Every scientific discipline needs professionals who can ably communicate in writing Scientists must be able to describe their proposed studies for funding considerations track their observations and results in their own notes describe their experimental protocols for their peers to replicate and synthesize their work to the wider world community      **Assessment in Middle and High School Mathematics** Daniel Brahier, 2013-10-30 It describes each strategy and clarifies its advantages and drawbacks Also included is a large sample of classroom tested examples along with sample student responses These examples can be used as is or you can customize them for your own class This book will help prepare your students for standardized tests that include items requiring evidence of conceptual understanding The strategies reflect the assessment Standards benchmarks established by the NCTM In addition an entire chapter is devoted to help teachers use these assessments to arrive at their students grades      **Introduction to Rubrics** Dannelle D. Stevens, Antonia J. Levi, 2023-07-03 This new edition retains the appeal clarity and practicality that made the first so successful and continues to provide a fundamental introduction to the principles and purposes of rubrics with guidance on how to construct them use them to align course content to learning outcomes and apply them in a wide variety of courses and to all forms of assignment Reflecting developments since publication of the first edition the authors have extended coverage to include Expanded discussion on use of rubrics for grading Grading on line with rubrics Wider coverage of rubric types e g holistic rating scales Rubric construction in student affairs Pros and cons of working with ready made rubrics Using rubrics to improve your teaching and for SoTL Use of rubrics in program assessment case study

Application of rubrics in the arts for study abroad service learning and students independent learning Up dated literature review

**Assessment for Experiential Learning** Cecilia Ka Yuk Chan,2022-09-29 Chan s book explores the challenges in assessing experiential learning deepens our understanding and inspires readers to think critically about the purpose of assessment in experiential learning Experiential learning has been studied and proven to be effective for student learning particularly for the development of holistic competencies i e 21st century skills soft skills transferable skills considered essential for individuals to succeed in the increasingly global and technology infused 21st century society Universities around the world are now actively organising experiential learning activities or programmes for students to gain enriching and diversified learning experiences however the assessment of these programmes tends to be limited unclear and contested Assessment plays a central role in education policies and students approach to learning But do educators know how to assess less traditional learning such as service learning entrepreneurship cross discipline or cross cultural projects internships and student exchanges While the current assessment landscape is replete with assessments that measure knowledge of core content areas such as mathematics law languages science and social studies there is a lack of assessments and research that focus on holistic competencies How do we assess students ability to think critically problem solve adapt self manage and collaborate Central to the discussion in this book is the reason students are assessed and how they should be assessed to bring out their best learning outcomes Offering a collection of best assessment practice employed by teachers around the world this volume brings together both theoretical and empirical research that underpins assessment and perceptions of different stakeholders understanding of assessment in experiential learning from students teachers and policymakers The idea of assessment literacy also plays an important role in experiential learning for example reflection is often used in assessing students in experiential learning but how reflection literate are educators are they aware of the ethical dilemmas that arise in assessing students These questions are discussed in detail The volume also introduces a quality assurance programme to recognise student development within experiential learning programmes The book will be particularly informative to academic developers teachers students and community partners who struggle with the development and assessment for experiential learning those who plan to apply for funding in experiential learning and policymakers and senior managements seeking evidence and advice on fine tuning curricular assessment designs and quality assurance The Open Access version of this book available at [www.taylorfrancis.com](http://www.taylorfrancis.com) has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license

Growth and Changes in Animals Jennifer Lawson,2001 The 12 lessons in this module introduce students to the characteristics of animal groups the animal behaviours and habitats the life cycles of various animals and their needs for survival Students also investigate how humans harm and help animals Also included materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding

principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children s books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

***Hands-On Science, Level 2*** Jennifer Lawson,1999 This teacher resource offers a detailed introduction to the Hands On Science program which includes its guiding principles implementation guidelines an overview of the science skills that grade 2 students use and develop and a classroom assessment plan complete with record keeping templates This resource has four instructional units Unit 1 Growth and Changes in Animals Unit 2 Properties of Solids Liquids and Gases Unit 3 Position and Motion Unit 4 Air and Water in the Environment Each unit is divided into lessons that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals

***Properties of Liquids and Solids*** Jennifer Lawson,2001 The 11 lessons in this module introduce students to the properties of liquids and their interactions with other forms of matter Students explore solutions suspensions absorption and flotation and are given an opportunity to design construct and test a floating object Also included materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children s books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

***Air and Water in the Environment*** Jennifer Lawson,2001 The nine lessons in the module introduce students to concepts about air and water including air temperature forms of water the water cycle and evaporation Students investigate sources and uses of water and environmental factors related to air and water pollution Also included materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children s books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

***Materials and Structures*** Jennifer Lawson,2001 The nine lessons in this module introduce students to concepts related to structural strength Students investigate the use of joints in structures and design construct and test various framed structures They also explore structures in nature Also included materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children s books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

***Hands-On Science, Level 3*** Jennifer Lawson,1999 This teacher resource offers a detailed introduction to the Hands On Science program which includes

its guiding principles implementation guidelines an overview of the science skills that grade 3 students use and develop and a classroom assessment plan complete with record keeping templates This resource has four instructional units Unit 1 Growth and Changes in Plants Unit 2 Materials and Structures Unit 3 Forces that Attract or Repel Unit 4 Soils in the Environment Each unit is divided into lessons that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals

**Hands-On Science, Level 1** Jennifer E. Lawson, Jennifer Lawson, 1999 This teacher resource offers a detailed introduction to the Hands On Science program which includes its guiding principles implementation guidelines an overview of the science skills that grade 1 students use and develop and a classroom assessment plan complete with record keeping templates This resource has four instructional units Unit 1 Characteristics and Needs of Living Things Unit 2 The Senses Unit 3 Characteristics of Objects and Properties of Materials Unit 4 Daily and Seasonal Changes Each unit is divided into lessons that focus on specific curricular outcomes Each lesson has materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals

**Performance-based Assessment for Middle and High School Physical Education** Jacalyn Lea Lund, Mary Fortman Kirk, 2010 While performance based assessment has long been a staple of education no book covers the relevant topics for middle and high school physical education as thoroughly as this new edition of Performance Based Assessment for Middle and High School Physical Education This updated edition reflects the current NASPE standards and includes new ancillary materials more examples for educators and a new chapter about assessing fitness This text will help you develop assessments and implement them into your curriculum making the assessment process a natural part of instruction provide feedback to students so they know what they have accomplished and what they still need to do and use a variety of tools including open response questions game play and modified game play and progressive assessments to measure student learning The authors break down this complex subject into easily digestible pieces and show you how to develop assessments that will help you and your students work together to enhance the instructional process in physical education The authors who have over three decades of experience teaching and assessing in public schools describe the various types of performance based assessments and show how to implement the assessments using numerous models as examples to be adapted to your own situations Not only will you learn how to develop and use assessments to help students but you will also receive unit plans for team individual and dual sports that you can modify for use in your own classes You ll learn how to create rubrics use portfolios in the assessment process and integrate assessments into fitness education and physical education You ll also explore the challenges with traditional grading practices and find out how to overcome those challenges The authors provide a wealth of tools for assessing students according to local state and NASPE standards while helping students reach their goals The text is supported by a Web site that includes a test package a presentation package with PowerPoint slides an instructor guide and a CD ROM that includes

additional forms and assessments Performance Based Assessment for Middle and High School Physical Education Second Edition will help you develop authentic assessments and get the most out of the assessment experience And in doing so it will help your students experience success Audience Reference for middle and high school educators in developing and implementing physical activity programs Text for education and physical education majors and for students in technology courses

**Multimedia Projects in Education** Karen S. Ivers, Ann E. Barron, 2010-09-13 This practical and easy to use resource will help teachers and library media specialists effectively integrate multimedia projects into their curriculum Like the three earlier editions Multimedia Projects in Education Designing Producing and Assessing Fourth Edition addresses the need to help students use their knowledge to analyze create solve problems communicate collaborate and innovate With 40 percent new materials and updates to everything else it offers the perfect hands on approach to using multimedia in everyday practice The book is centered around the easy to use DDD E model Decide Design Develop and Evaluate coupled with practical advice on how to effectively integrate the development of multimedia projects into classrooms Focus is on student learning outcomes and such issues as classroom management grouping alternatives computer scheduling options design stages and assessments Readers will learn how to select and plan multimedia projects use hypermedia programs and presentation and development tools manage graphics audio and digital video and create webpages Project suggestions come complete with a scenario overview topics and reproducible worksheets and can be easily adapted for different grade levels

The Joyful Classroom Responsive Classroom, 2016-03-16 Students learn more and with more joy when lessons connect with their lives and interests while challenging them to stretch and grow In this book you ll find practical ready to use strategies for creating active and exciting lessons You ll learn about Partnering and grouping students for optimum learning Using interactive learning structures such as Ma tre d and Swap Meets to support active learning Incorporating acting drawing debating and more into daily lessons while still meeting rigorous learning goals Infusing lessons with choices in what or how to learn to increase students ownership of their learning Incorporating student self assessment tools to help children monitor and evaluate their own work and identify ways to improve their learning Filled with lesson plans precise directions for interactive learning structures planning guides and more

**Community-Based Global Learning** Eric Hartman, Richard C. Kiely, Jessica Friedrichs, Christopher Boettcher, 2023-07-03 International education service learning and community based global learning programs are robust with potential They can positively impact communities grow civil society networks and have transformative effects for students who become more globally aware and more engaged in global civil society at home and abroad Yet such programs are also packed with peril Clear evidence indicates that poor forms of such programming have negative impacts on vulnerable persons including medical patients and children while cementing stereotypes and reinforcing patterns of privilege and exclusion These dangers can be mitigated however through collaborative planning design and evaluation that advances mutually beneficial community partnerships critically reflective

practice thoughtful facilitation and creative use of resources Drawing on research and insights from several academic disciplines and community partner perspectives along with the authors decades of applied community based development and education experience they present a model of community based global learning that clearly espouses an equitable balance between learning methodology and a community development philosophy Emphasizing the key drivers of community driven learning and service cultural humility and exchange seeking global citizenship continuous and diverse forms of critically reflective practice and ongoing attention to power and privilege this book constitutes a guide to course or program design that takes into account the unpredictable and dynamic character of domestic and international community based global learning experiences the varying characteristics of destination communities and a framework through which to integrate any discipline or collaborative project Readers will appreciate the numerous toolboxes and reflective exercises to help them think through the creation of independent programming or courses that support targeted learning and community driven development The book ultimately moves beyond course and program design to explore how to integrate these objectives and values in the wider curriculum and throughout formal and informal community based learning partnerships

**CLIL in Context Practical Guidance for Educators** Fred Genesee,Else Hamayan,2016-09-08 A collaborative series with the University of Cambridge Faculty of Education highlighting leading edge research across Teacher Education International Education Reform and Language Education



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