

Secondary Education Reflection Rubric

This reflection rubric is to be used to help secondary education candidates assess their reflections during the apprenticeship and internship courses. This is not a rubric used to assign grades but to help candidates hone their reflective skills resulting in deeper thinking about their apprenticeship and internship field experiences. This reflection rubric examines four domains.

A) Reflective Thinking** B) Illuminating Thinking C) Applying Thinking D) Communicating Thinking

A) Reflective Thinking**

Unaware	Aware	Capable	Inspired
Little evidence of reflective thought pertaining to personal perspectives and professional development. Few if any reflective statements go beyond an accounting of what takes place in a specific classroom. Little if any rationale underlying the use of specific strategies or materials included.	Evidence of some reflective thought pertaining to personal perspectives and professional development.	Reflective statements contain some rationale underlying the use of specific strategies or materials.	Evidence of strong reflective thought pertaining to personal perspectives and professional development. Reflective statements go beyond simply answering one or two questions to include a rationale underlying the use of specific strategies or materials.

Potential tracks for Reflective Thinking Domain**

Reflective Lenses	Unaware	Aware	Capable	Inspired
Self-insight & Observation	Narrative includes little or no information describing knowledge or experiences related to teaching candidates.	Narrative briefly describes knowledge or experiences related to teaching candidates.	Narrative includes reflective statements describing knowledge or experiences related to teaching candidates.	Narrative includes detailed reflective statements describing knowledge, practices, strategies or experiences related to teaching candidates.
Developing Voice	Analysis conveys little evidence of a personal response to the issues/concepts raised in the text or conference.	Analysis conveys some evidence of a personal response to the issues/concepts raised in the text or conference.	Analysis conveys evidence of a personal response to the issues raised in the text and conference.	Analysis conveys extensive evidence of a personal response to the issues raised in the text and conference.
Making Connections	Candidate makes no connections.	Candidate demonstrates that he/she is beginning to develop pedagogy and critical inquiry.	Candidate demonstrates personal growth and development of pedagogy and critical inquiry.	Candidate clearly demonstrates how connections have informed actions which lead to gains in student achievement.
Work Examples	Reflects on work and improvement on occasion but does not provide many examples at all.	Demonstrates an ability to reflect on own work but examples provided are minimal.	Demonstrates an ability to reflect on own work. Provides examples consistently.	Reflects well on own work with many examples provided while substantiating claims being made.
Big Picture Themes	Demonstrates some basic comprehension of current experience but does not make connections with the bigger picture.	Comprehends the surface level meaning of the experience and begins to relate issues to general knowledge and experience of other situations.	Makes inferences and comprehends deeper meaning on most occasions. Relates the experience and issues raised to other situations consistently.	Makes inferences well and comprehends deeper meaning consistently, demonstrating insight and their relevance to the world and society.

B) Illuminating Thinking

Unaware	Aware	Capable	Inspired
No evidence of the candidate revisiting, rereading, or rethinking previous writing. Critical thinking is not evidenced.	Candidate does not revisit, reread or rethink previous writing. Comments and thoughts are not noted. Critical thinking is rarely evidenced, though candidate may offer occasional general questions, ideas, and criticisms. Some meta-cognition is illuminated.	Candidates revisits, rereads and rethinks previous writing. Comments and thoughts are sometimes noted. Critical thinking is sometimes evidenced by thoughtful questions, ideas, and/or criticisms. Beginning to demonstrate good meta-cognition.	Candidate clearly revisits, rereads, and rethinks previous writing. Comments and thoughts are noted. Dates may be included. Critical thinking is evidenced by frequent thoughtful questions, ideas, and criticisms throughout. Candidate demonstrates a range of meta-cognitive practices.

C) Applying Thinking

Unaware	Aware	Capable	Inspired
Reflective journal does not describe professional growth during this course and does not indicate a willingness to integrate new information into the professional setting. Vague discussion without connection to future classroom use.	Reflective journal describes some professional growth during this course and some willingness to integrate new information into the professional setting. Entry does not connect key ideas to future classroom use or does so minimally.	Reflective journal describes professional growth during this course and how you will integrate new information into your professional setting. A desire to expand knowledge in the future is indicated. Entry connects key ideas to future classroom use with some coherence.	Reflective journal describes professional growth during this course; narrative helps the reader understand which of their goals for learning were fulfilled during the experience; the narrative includes specific references to best practices and describes the impact on your classroom or professional setting. Includes information about what you still want to learn about teaching candidates. Entry connects key ideas to future use in a logical and coherent way.

D) Communicating Thinking

Unaware	Aware	Capable	Inspired
Errors in spelling, punctuation, capitalization, sentence construction, paragraphing, grammar, or usage from the writer distract the reader and make the text difficult to read. Violates conventions repeatedly in several areas. Extensive editing required.	The writer demonstrates reasonable control of standard writing conventions: spelling, punctuation, capitalization, sentence construction, paragraphing, grammar, and usage. Few errors – none that interfere with communication. Stylistically uninspired, shows signs of being a first draft, requiring moderate editing.	The writer demonstrates good grasp of standard writing conventions: spelling, punctuation, capitalization, sentence construction, paragraphing, grammar, and usage. Very few errors are present. May manipulate conventions for stylistic effect. Well edited.	The overall strength of the conventions contributes to the effectiveness of the composition. The writer demonstrates a consistent command of spelling, capitalization, punctuation, grammar, usage, and sentence structure. The writer effectively communicates complex ideas through sophisticated forms of expression. Uses advanced vocabulary while demonstrating superior control of writing. No errors are present. Requires no further editing.