



Studio Habits of Mind Student Self-Reflection Rubric

Studio Habit	4	3	2	1
Develop Craft	The materials and tools I used were chosen intentionally and applied with care. I skillfully incorporated new techniques as well as made connections to my previously made artwork/experiences.	The materials and tools I used were chosen carefully. I applied new techniques as well made connections to other artwork/experiences.	I put some thought (with teacher help) into the choosing of the materials/tools. I attempted new techniques and tried to make connections to other artwork/experiences.	I put little to no thought (even with teacher help) into the choosing of the materials/tools. I did not try new techniques and there are no connections to other artwork/experiences.
Engage & Persist	I challenged myself to embrace my art making problems and developed a distinct focus within my work.	I challenged myself to not let my art making problems hinder my work too much; I developed a focus within my work.	I let my art making problems influence my work and my focus lost clarity because of it.	I let my art making problems take over my artwork and my artwork lost focus as a result.
Envision	I imagined and practiced many ideas/processes before and during my art making.	I considered and tried out a few ideas before and during my art making.	I started and continued my artwork with little envisioning or practice.	I started and continued my work with no consideration of how it might turn out.
Express	My work clearly conveys an idea, mood, or place that expresses some part of me. My work shows an awareness of other viewers.	My work communicates an idea, mood or place. My work somewhat shows an awareness of other viewers.	My work somewhat communicates an idea. There is little awareness of other viewers.	It is not clear what my work is communicating or how it reflects me. There is no awareness of other viewers.
Observe	I spent an extensive amount of time observing my subject matter, art making processes and /or the environment around me that I may have otherwise missed.	I spent time observing my subject matter, art making processes and/or the environment around me that I may have otherwise missed.	I spent limited time observing my subject matter, art making processes and/or the environment around me.	I spent no time observing my subject matter, art making processes and/or the environment around me.
Stretch & Explore	I took risks in my art making and learned from my mistakes. I taught my peers with new ways of art making.	I challenged myself to explore a new idea or try out a new media but I still "played it safe".	I experimented with a new idea or media but my finished work reflects what I always do.	I stayed with what I am familiar with and/or reproduced someone else's work or ideas.
Understand the Art World	I spent time discovering aspects of artwork from other artists that I may have missed before.	I spent some time discovering aspects of artwork from other artists.	I spent just a small amount of time examining others' artwork.	I ignored any and all others' artwork.
Reflect	I am very conscious of my art making process and my honest self-evaluations reflect that.	I am aware of my art making processes and my self-evaluations reflect that.	I am becoming more aware of my art making processes and my self-evaluations are starting to reflect that.	I am unaware of my art making process and/or I have no self-evaluations of my work.

Student Self Reflection Rubric

Susan M. Brookhart

A red circular graphic with a gradient, appearing as a partial circle or a thick curved line, located to the right of the author's name.

Student Self Reflection Rubric:

Education 3.0 and eLearning Across Modalities Borden, Jeff D.,2021-08-20 For many years there has been a quest to discover the best teaching and learning methods in order to strengthen the classroom and the mind Researchers now know more than ever before about the brain s impact on learning historical triggers that lead to deep learning and how to scale education with technology Yet much of what is known is under utilized in the classrooms of today if leveraged at all Education 3 0 and eLearning Across Modalities showcases effective practices based on innovative initiatives research and practitioner experiences from the past two decades The effective practices of multi modal learning which are well known to practitioners but largely unknown to the general academic are explained in detail while making each technique approachable and attainable regardless of institution size or modality Covering topics such as distance learning modern learning technologies and learning innovation this book is essential for teachers educational software developers IT consultants instructional designers curriculum developers graduate students undergraduate students academicians administrators higher education faculty and researchers

Classroom Assessment for Student Learning Richard J. Stiggins,Judith A. Arter,Jan Chappuis,2004 DVD includes video segments illustrating ideas and practices presented in the book and a CD ROM containing activities that facilitate individual or group learning back cover

How to Create and Use Rubrics for Formative Assessment and Grading Susan M. Brookhart,2013 Whether you re already familiar with rubrics or not this book is a complete resource for writing rubrics that assist with learning as well as assess it Plus you ll learn how to wisely select from among the many rubrics available for classroom use

Facilitating Student Learning and Engagement in Higher Education through Assessment Rubrics Peter Grainger,Katie Weir,2020-01-13 Despite significant reforms in the past decade in relation to criteria and standards based assessment in tertiary education contexts assessment remains the most significantly criticised aspect of the student tertiary experience and a major driver of student engagement The key tool in this experience is the rubric also known as the criteria sheet or the Guide to Making Judgments This book discusses the significance of assessment rubrics in tertiary education Assessment rubrics impact the student experience in multiple ways as a guide to students and assessors prior to grading at the point of grading by the assessor when moderating during the post grading process in providing an additional guide to students in the assessment planning stage and as a feedback mechanism to students once results are released This book explains how the rubric reflects key principles of assessment It explores different models of rubrics used in tertiary contexts and provides data from students and academics on the efficacy of these various models as the key tool when marking moderating and providing feedback It also details exemplars of rubrics used in academic disciplines and discusses how higher education teachers use exemplars and how they integrate exemplars with criteria and rubrics It captures the student voice by explaining how students use rubrics for self assessment and self regulation purposes A key inclusion is the importance of sessional staff input into the creation of assessment rubrics prior to

the grading moderating and feedback processes **Rubrics** Germaine L. Taggart, Sandra J. Phifer, Judy A. Nixon, Marilyn Wood, 1999-03-28 What is a rubric How can I implement them as evaluation tools How can I make better use of my existing rubrics This bestseller answers these questions providing you with all the necessary information to apply rubrics from the classroom to the administrative office Each chapter stands alone as a practical reference guide The authors cover curriculum evaluation student input into rubrics cross curricular approaches rubric categories specialty rubrics and teacher evaluation Easily adaptable samples as well as plenty of descriptive scenarios will give educators the information and confidence they need to create utilize and evaluate rubrics *Improving Learning Through Assessment Rubrics: Student Awareness of What and How They Learn* Gonsalves, Chahna, Pearson, Jayne, 2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks *Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn* contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students **The Power of Peers in the Classroom** Karen R. Harris, Lynn Meltzer, 2015-06-23 Peer support and social relationships have a tremendous influence on development motivation and achievement for all students including struggling learners and those with disabilities This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer assisted instructional strategies in grades K 12 Expert contributors describe evidence based approaches for building students skills in reading writing math and other content areas as well as social competence and executive functioning Sample lessons and more than a dozen reproducible tools are provided Purchasers get access to a Web page where they can download and print the reproducible materials **Handbook of Metacognition in Education** Douglas J. Hacker, John Dunlosky, Arthur C. Graesser, 2009-06-15 Providing comprehensive coverage of the theoretical bases of metacognition and its applications to educational practice this compendium of focused and in depth discussions from leading scholars in the field represents an intersection of education cognitive science and technology serves as a gateway to the literature for researchers and practitioners interested in one or more of the wide array of topics included and sets the standard for scholarship for theoretical research and practical applications in this field The Handbook of Metacognition in Education covering Comprehension Strategies Metacognitive Strategies Metacomprehension Writing Science and Mathematics Individual

Differences Self Regulated Learning Technology Tutoring and Measurement is an essential resource for researchers faculty students curriculum developers teachers and others interested in using research and theory on metacognition to guide and inform educational practice Visible Learning for Mathematics, Grades K-12 John Hattie,Douglas Fisher,Nancy Frey,Linda M. Gojak,Sara Delano Moore,William Mellman,2016-09-15 Selected as the Michigan Council of Teachers of Mathematics winter book club book Rich tasks collaborative work number talks problem based learning direct instruction with so many possible approaches how do we know which ones work the best In Visible Learning for Mathematics six acclaimed educators assert it s not about which one it s about when and show you how to design high impact instruction so all students demonstrate more than a year s worth of mathematics learning for a year spent in school That s a high bar but with the amazing K 12 framework here you choose the right approach at the right time depending upon where learners are within three phases of learning surface deep and transfer This results in visible learning because the effect is tangible The framework is forged out of current research in mathematics combined with John Hattie s synthesis of more than 15 years of education research involving 300 million students Chapter by chapter and equipped with video clips planning tools rubrics and templates you get the inside track on which instructional strategies to use at each phase of the learning cycle Surface learning phase When through carefully constructed experiences students explore new concepts and make connections to procedural skills and vocabulary that give shape to developing conceptual understandings Deep learning phase When through the solving of rich high cognitive tasks and rigorous discussion students make connections among conceptual ideas form mathematical generalizations and apply and practice procedural skills with fluency Transfer phase When students can independently think through more complex mathematics and can plan investigate and elaborate as they apply what they know to new mathematical situations To equip students for higher level mathematics learning we have to be clear about where students are where they need to go and what it looks like when they get there Visible Learning for Math brings about powerful precision teaching for K 12 through intentionally designed guided collaborative and independent learning

Engaging Musical Practices Suzanne L. Burton,2012-03-22 Middle school general music may be a student s last encounter with school music A practical book with accessible pedagogical resources on middle school general music is needed for methods courses and music practitioners use The book Engaging Musical Practices A Sourcebook for Middle School General Music presents numerous ways to engage adolescents in active music making that is relevant to their lives so that they may be more apt to continue their involvement with music as a lifetime endeavor Structured in twelve chapters the book begins with perspectives on adolescent development and working with students with special needs Five chapters are devoted to the pedagogy of teaching students practical musical skills such as singing playing the keyboard guitar drums and percussion Chapters on starting a steel band using informal and formal music learning strategies incorporating technology implementing world music techniques composing in the classroom and the use of music based learning centers lead the

reader into implementing musical approaches focused on the doing of making music The book is filled with musical examples sample rubrics and resource lists that take the reader beyond the book s content Engaging Musical Practices provides exciting and classroom tested content that connects in and out of school music making for adolescents generating excitement for musical participation This book is a necessity for any practitioner who teaches students in the middle grades or as a text for secondary general music methods courses

The Essential Blended Learning PD Planner Stepan

Mekhitarian,2021-03-01 Foreword by Michael Fullan One of the best new Professional Development books BookAuthority Drive student learning with the best of both worlds Transition back to school with a comprehensive PD plan that leverages the best of distance learning and classroom instruction Distance learning despite its myriad challenges has spotlighted innovative instructional practices and created an opportunity to fundamentally rethink how the traditional classroom works In this timely crucial book Dr Stepan Mekhitarian constructs a framework for a task force of teachers and leaders to establish an effective blended learning program that capitalizes on the capacity and skills teachers have built while teaching remotely An innovative blended learning model effectively implemented across school systems will positively impact equity and access for all students In addition to Blended Learning for Social Justice sections readers will find Ideas for Professional Development sessions for sharing strategies and topics with teams Distance Learning vs Blended Learning sections to help transition various strategies between environments Figures templates and tech tips to aid in implementation Learn how to create a powerful learning experience for students that fosters collaboration engagement and rigorous learning experiences by combining instructional technology and the best of traditional classroom practice

A Principal's Guide to Literacy

Instruction Carol S. Beers,James W. Beers,Jeffrey O. Smith,2009-11-20 This succinct engaging book explains how busy elementary school principals can support effective literacy instruction in their schools Chapters outline the fundamental components of a successful literacy program and describe specific practices that can instill a culture of literacy in a school Strategies are provided for initiating a professional development program understanding and using appropriate assessments with students involving parents in literacy education and assessing the strengths and weaknesses of teachers instructional methods Drawing from the authors extensive experience as principals and teachers the book s numerous examples demonstrate what strong literacy leadership looks like in action Helpful reproducibles are included

Scaling up

Assessment for Learning in Higher Education David Carless,Susan M. Bridges,Cecilia Ka Yuk Chan,Rick Glofcheski,2016-12-29 A critical issue in higher education is the effective implementation of assessment with the core purpose of promoting productive student learning This edited collection provides a state of the art discussion of recent cutting edge work into assessment for learning in higher education It introduces a new theme of scaling up which will be welcomed by theorists researchers curriculum leaders and university teachers and showcases the work of leading figures from Australia England continental Europe and Hong Kong The work illuminates four key elements 1 Enabling assessment

change 2 Assessment for learning strategies and implementation 3 Feedback for learning 4 Using technology to facilitate assessment for learning Solidly research based and carrying important implications for enhanced practice in assessment for learning at the university level it is a must read for academic developers researchers university teachers academic leaders and all those interested in assessment matters **Scoring Rubrics in the Classroom** Judith Arter, Jay McTighe, 2001 A practical guide to more effective assessment for improved student learning Learn how to be more consistent in judging student performance and help your students become more effective at assessing their own learning This book offers a practical approach to assessing challenging but necessary performance tasks like creative writing real world research projects and cooperative group activities Judith Arter and Jay McTighe experts in the field of assessment wrote Scoring Rubrics in the Classroom to help you achieve three main goals Clarify the targets of instruction especially for hard to define problem solving Provide valid and reliable assessment of student learning Improve student motivation and achievement by helping students understand the nature of quality for performances and products Each chapter is framed by an essential question and includes illustrative stories practical examples tips and cautions and a summary of key points and recommended resources for further information The resources section contains a wealth of rubrics to adopt or adapt Teachers and administrators will find this an essential resource in increasing teacher effectiveness and student performance

Educational Psychology Australian Edition Anita Woolfolk, Kay Margetts, 2012-07-25 Learning and teaching is an integrated process and theory and practice cannot be separated As in the previous Australasian edition Educational Psychology 3e continues to emphasise the educational implications and applications of child development cognitive science learning and teaching Recurring themes throughout the text include ideas about education social and socio cultural aspects of education schools families and community development learning and curriculum and effective teaching Author Kay Margetts incorporates Australasian perspectives and applications using the work of Australasian researchers and teachers Numerous examples case studies guidelines and practical tips from experienced teachers are used in the text to explore the connections between knowledge understanding and practice The Skills That Matter Patricia M. Noonan, Amy S. Gaumer Erickson, 2017-07-20 Build skills for lifelong success Many students leave high school without the skills they need to succeed in postsecondary education and the workforce How can we better equip students for lifelong success Research demonstrates that intrapersonal and interpersonal competencies impact student behavior and achievement increase graduation rates and promote strong post school outcomes The Skills That Matter provides middle and high school educators with the resources tools and practical examples to teach key intrapersonal and interpersonal competencies including self regulation goal setting self efficacy assertiveness and conflict management Readers will find Competency specific evidence based instructional strategies with examples and Tools such as sample instructional plans formative assessments and student friendly products This book provides teachers with the practical information they need to better develop socially and emotionally engaged

career equipped lifelong learners **Handbook on Assessments for Gifted Learners** Susan K. Johnsen, Joyce VanTassel-Baska, 2022-07-19 This essential handbook is a comprehensive and systematic examination of the assessment of gifted and advanced students and their programs and a must have resource for coordinators and directors at state and local levels Handbook on Assessments for Gifted Learners explores issues associated with building an effective identification system clarifies and interprets the need for targeted learning progress assessments for gifted learners and discusses program evaluation assessments and processes used to gauge programs success Engaging chapters written by both academic and practitioner experts provide research based practical ideas for identifying and measuring the progress of gifted and advanced learners Readers will benefit from informed recommendations stemming from current research conducted specifically for this text **It's Not What You Teach But How** Nancy Sulla, 2015-05-15 How do we prepare students to become problem finders innovators and entrepreneurs who can thrive in a global society The Common Core charts a pathway to success yet we know that checking off each standard one by one will not achieve the kind of results we want This powerful book by bestselling author Nancy Sulla has the answers She explains how teachers can bring students to deeper levels of learning by shifting from the what to the how of the CCSS She offers seven insights that you can use to teach the standards in a more meaningful way to bring all of your students to true understanding and application You ll uncover how to Incorporate ends based teaching to ensure that the instructional focus is on the ultimate goal of each standard and not just on the basic skills Encourage grappling with content through structured techniques such as problem based learning questioning and simulations Use cognitive progression by understanding how the brain learns to produce real results Harness the power of language in all disciplines not just in English language arts Build executive function in the brain rather than focusing on academic function alone Increase retention by using learning and practice activities in different ways and by differentiating instruction and Become a true facilitator not just a responder to students questions Throughout the book you ll find a variety of practical examples from across the curriculum as well as Your Turn opportunities to help you try the ideas in your own classroom The future may not be easily defined but it can be shaped by teachers who are right now preparing the next generation of world citizens The Modern Band Handbook Bryan Powell, 2025-09-12 Modern band is a term used to describe popular music education in schools and is increasingly incorporated in K 12 and pre service music teacher education programs The Modern Band Handbook shines a light on the practices and perspectives of modern band music teachers from across K 12 and higher education and gives practical advice on how to incorporate modern band into music classrooms Written by forty three K 12 teachers and music education faculty members from across the USA The Modern Band Handbook consists of lesson plans with pedagogical approaches activities assignments and lesson objectives accompanied by additional resources on the companion website OECD Reviews of Evaluation and Assessment in Education: Albania Maghnouj Soumaya, Fordham Elizabeth, Guthrie Caitlyn, Henderson Kirsteen, Trujillo Daniel, 2020-05-07

This review developed in co operation with UNICEF provides Albania with recommendations to help strengthen its evaluation and assessment system to focus on support for student learning It will be of interest to Albania as well as other countries looking to make more effective use of their evaluation and assessment system to improve quality and equity and result in better outcomes for all students

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