

**Final Reflective Essay Rubric  
Assessment**

	<b>Exceptional</b>	<b>Acceptable</b>	<b>Unacceptable</b>	<b>Attained</b>
<b>Explanation of how student teacher achieved the three given virtues</b>	The teacher candidate describes the process in developing and attaining the virtues identified in the initial reflective essay by giving several examples that clearly support the development of each virtue.	The teacher candidate describes the process in developing and attaining the virtues identified in the initial reflective essay.	The teacher candidate does not provide an explanation of how the virtues were developed and attained.	Yes/no
<b>Essay shows growth of understanding of three virtues discussed</b>	The teacher candidate describes the virtues in a manner that reflects a deep understanding by describing how they are important	The teacher candidate describes growth from the teacher education experience, and describes a higher understanding of	The teacher candidate describes the virtues in a similar manner to how they were addressed in the initial reflective	Yes/no
	not only to a good teacher, but to students, to the education process as a whole, and to "realizing the democratic ideal".	the virtues related to teaching and learning as compared to the Initial Reflective Essay.	essay, showing a lack of growth in understanding of the virtues.	
<b>Writing</b>	The writing illustrates a high level of communication skills through the use of language which professionally conveys the ideas and organization of the candidate.	The writing is well organized and clearly conveys ideas.	Writing lacks logical development of ideas. The candidate's point of view is unclear.	Yes/no
<b>Grammar and Spelling</b>	The essay is free of all grammatical and spelling errors.	The essay is free of significant grammatical and spelling errors.	The essay contains numerous grammatical and spelling errors.	Yes/no
<b>Overall</b>				Yes/no

# Reflective Essay Rubric College

**Sergio A. Cabrera, Stephen Sweet**



## **Reflective Essay Rubric College:**

**Guide to College Writing Assessment** Peggy O'Neill, Cindy Moore, Brian Huot, 2009-04-15 While most English professionals feel comfortable with language and literacy theories assessment theories seem more alien English professionals often don't have a clear understanding of the key concepts in educational measurement such as validity and reliability nor do they understand the statistical formulas associated with psychometrics But understanding assessment theory and applying it by those who are not psychometricians is critical in developing useful ethical assessments in college writing programs and in interpreting and using assessment results A Guide to College Writing Assessment is designed as an introduction and source book for WPAs department chairs teachers and administrators Always cognizant of the critical components of particular teaching contexts O'Neill Moore and Huot have written sophisticated but accessible chapters on the history theory application and background of writing assessment and they offer a dozen appendices of practical samples and models for a range of common assessment needs Because there are numerous resources available to assist faculty in assessing the writing of individual students in particular classrooms A Guide to College Writing Assessment focuses on approaches to the kinds of assessment that typically happen outside of individual classrooms placement evaluation exit examination programmatic assessment and faculty evaluation Most of all the argument of this book is that creating the conditions for meaningful college writing assessment hinges not only on understanding the history and theories informing assessment practice but also on composition programs availing themselves of the full range of available assessment practices

### **The Learning Portfolio**

John Zubizarreta, 2009-12-22 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

### **Student Self-Evaluation: Fostering**

**Reflective Learning** Jean MacGregor, 1993 For several decades college teachers have been asking students to engage in self evaluation to reflect on their academic work and describe and evaluate it in writing Student self evaluation is both a process consisting of acts of reflecting composing and writing and a product a written document Student self evaluation does not obviate the need for student exams and papers crucial indicators of student mastery of material or complexity of thinking Rather student self evaluation supplements and complements that information by asking students to describe in their own words their learning and its value to them This writing and the conversations that faculty members and students have about it can be instructional illuminating and at times transformative Student self evaluation is primarily a learning strategy but it is also a promising assessment approach while enriching learning for students it also can help teachers and

institutions learn about student learning This volume of *New Directions for Teaching and Learning* introduces the many forms of student self evaluation in undergraduate teaching settings and describes how student self evaluation creates connections between learners and learning knowers and the known and the self and the mind This is the 56th issue of the quarterly journal *New Directions for Teaching and Learning* For more information on the series please see the Journals and Periodicals page

*Assessing Academic Programs in Higher Education* Mary J. Allen, 2003-12-15 Higher education professionals have moved from teaching to learning centered models for designing and assessing courses and curricula Faculty work collaboratively to identify learning objectives and assessment strategies set standards design effective curricula and courses assess the impact of their efforts on student learning reflect on results and implement appropriate changes to increase student learning Assessment is an integral component of this learner centered approach and it involves the use of empirical data to refine programs and improve student learning Based on the author's extensive experience conducting assessment training workshops this book is an expansion of a workshop consultation guide that has been used to provide assessment training to thousands of busy professionals *Assessing Academic Programs in Higher Education* provides a comprehensive introduction to planning and implementing the assessment of college and university academic programs Written for college and university administrators assessment officers department chairs and faculty who are involved in developing and implementing assessment programs this book is a realistic pragmatic guide for developing and implementing meaningful manageable and sustainable assessment programs that focus faculty attention on student learning This book will Guide readers through all steps in the assessment process Provide a balanced review of the full array of assessment strategies Explain how assessment is a crucial component of the teaching and learning process Provide examples of successful studies that can be easily adapted Summarize key assessment terms in an end of book glossary

*Improving Outcomes* Diane Kelly-Riley, Norbert Elliot, 2020-12-01 Students thrive when they are exposed to a variety of disciplinary genres and their lives and our institutions are enriched by improving their writing outcomes Taking account of evolving research writing in the disciplines and demographic and institutional shifts in higher education this volume imagines new ways to improve writing outcomes by broadening the focus of assessment to wider issues of humanity and society The essays by contributors from diverse fields from writing studies to nursing engineering and architecture demonstrate innovative classroom practices and curricular design that place fairness and the situatedness of language at the center of writing instruction Contributors reflect on a wide range of examples from a disability as insight model to reckoning with postcolonial legacies and the essays consider a variety of institutions classrooms and types of assessment including culturally responsive assessment and peer feedback in digital environments

*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 [ePortfolio Performance Support Systems](#) Katherine V. Wills, Rich Rice, 2013-07-16 [ePortfolio Performance Support Systems](#) Constructing Presenting and Assessing Portfolios addresses theories and practices advanced by some of the most innovative and active proponents of ePortfolios **The NPEC sourcebook on assessment**, [Empowering the Community College First-Year Composition Teacher](#) Meryl Siegal, Elizabeth Gilliland, 2021-01-11 This volume is an inquiry into community college first year pedagogy and policy at a time when change has not only been called for but also mandated by state lawmakers who financially control public education It also acknowledges new policies that are eliminating developmental and remedial writing courses while keeping mind that for most community college students first year composition serves as the last course they will take in the English department toward their associate s degree This volume also serves as a call to action to change the way community colleges attend to faculty concerns Only by listening to teachers can the concerns discussed in the volume be addressed it is the teachers who see how societal changes intersect with campus policies and students lives on a daily basis Adapted from back cover **Choreographing Creativity** Jennifer Lynne Bird, 2010 This book views teaching as a combination of artistic and technical elements Dr Bird presents a fictional story founded in factual teaching methods to illustrate this concept The teachers in Cohort for Change share snapshots of their classroom experiences and advice for educators who wish to reclaim classroom creativity **The NPEC Sourcebook on Assessment: Definitions and assessment methods for critical thinking, problem solving, and writing** T. Dary Erwin, 2000 Volume 1 of this sourcebook is a compendium of information about tests used to assess critical thinking problem solving and writing It serves as a tool for people who want comparative data about the policy relevance of specific student outcomes measured in these areas An interactive version of Volume 1 allows users to specify their areas of interest and create a customized search of assessment measures in the three domain areas The tests described in Volume 1 are those that are designed to measure cognitive variables for traditional students The compendium does not describe less traditional methods such as portfolios and competencies In addition the evaluations of the tests are based on the way test developers represent them in their materials and in some cases in information from third part reviews Volume 2 is a companion volume that provides eight case studies of

institutions that have addressed related issues through the use of assessment methods in Volume 1 Volume 1 contains the following sections 1 General and Specific Issues in Selecting Assessments 2 Critical Thinking and Problem Solving 3 Templates Critical Thinking and Problem Solving 4 Writing 5 Templates Writing Commercially Developed Tests and 6 Templates Writing Locally Developed Tests Volume 2 discusses the eight case studies and contains four appendixes providing details about the methodology Volume 1 contains 10 tables and 150 references SLD

**Assessing Writing to Support Learning** Sandra Murphy, Peggy O'Neill, 2022-11-08 In this book authors Murphy and O'Neill propose a new way forward moving away from high stakes test based writing assessment and the curriculum it generates and toward an approach to assessment that centers on student learning and success Reviewing the landscape of writing assessment and existing research based theories on writing the authors demonstrate how a test based approach to accountability and current practices have undermined effective teaching and learning of writing This book bridges the gap between real world writing that takes place in schools college and careers and the writing that students are asked to do in standardized writing assessments to offer a new ecological approach to writing assessment Murphy and O'Neill's new way forward turns accountability inside out to help teachers understand the role of formative assessments and assessment as inquiry It also brings the outside in by bridging the gap between authentic writing and writing assessment Through these two strands readers learn how assessment systems can be restructured to become better aligned with contemporary understandings of writing and with best practices in teaching With examples of assessments from elementary school through college chapters include guidance on designing assessments to address multiple kinds of writing integrate reading with writing and incorporate digital technology and multimodality Emphasizing the central role that teachers play in systemic reform the authors offer sample assessments developed with intensive teacher involvement that support learning and provide information for the evaluation of programs and schools This book is an essential resource for graduate students instructors scholars and policymakers in writing assessment composition and English education

*Learner-centered Assessment on College Campuses* Mary E. Huba, Jann E. Freed, 2000 This resource is a well constructed introduction to learner centered assessment complete with practical ready to implement assessment techniques Designed to bring you up to speed quickly the book is grounded in the principles of constructivist learning theory and continuous improvement It helps you to connect with what you already know about assessment integrate that knowledge with new information and try new approaches to enhance your students learning You see clearly what it means to shift from a teacher centered paradigm of instruction to a learner centered paradigm

BOOK JACKET Composing Health Literacies Michael Madson, 2023-03-31 This edited collection examines engagements between health literacies and undergraduate writing instruction providing research case studies and practical guidance on developing an interdisciplinary writing pedagogy Bringing together works from scholars in rhetoric and composition technical communication UX public health nursing and writing center administration this collection

showcases a range of evidence based practices for composing teaching and assessing health literacies which the readers can apply to their own contexts Using non specialist language accessible to instructors from a variety of backgrounds the chapters consider the use of writing assignments including image analyses public service announcements podcasts health education materials illness narratives public presentations research proposals and journal articles The book offers a holistic overview by profiling entire writing programs both online and face to face that teach health literacies across their curricula This evidence based collection is essential reading for scholars and instructors in rhetoric and composition writing in the health professions technical communication and health humanities and can be used as a supplemental textbook for pedagogy courses in these fields Elevating Intentional Education Practice in Graduate Programs El-Amin, Abeni,2023-01-06

Educational leaders must institutionalize implement execute and review initiatives to ensure graduate programs exceed performance metrics of educator quality educational services activities technology continuous improvement and intentional education practice Likewise leaders must recognize that stakeholder engagement is invaluable to alleviate challenges in developing assessing and improving graduate program performance *Elevating Intentional Education Practice in Graduate Programs* analyzes how higher education leaders implement performance improvements for graduate education and provides an interdisciplinary perspective of how issues and challenges concerning graduate program performance effectiveness impact stakeholders Covering key topics such as online education student learning organizational development and authentic leadership this reference work is ideal for researchers scholars academicians practitioners educators and students

**Handbook of Teaching and Learning in Sociology** Sergio A. Cabrera,Stephen Sweet,2023-01-20 Showcasing advanced research from over 30 expert sociologists this dynamic Handbook explores a wide range of cutting edge developments in scholarship on teaching and learning in sociology It presents instructors with a comprehensive companion on how to achieve excellence in teaching both in individual courses and across the undergraduate sociology curriculum

*Successful Science and Engineering Teaching* Calvin S. Kalman,2017-10-11 The intent of this book is to describe how a professor can provide a learning environment that assists students in coming to grips with the nature of science and engineering to understand science and engineering concepts and to solve problems in science and engineering courses The book is based upon articles published in Science Educational Research and which are grounded in educational research both quantitative and qualitative performed by the author over many years *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 [The Oxford Handbook of Deaf Studies, Language, and Education, Volume 1, Second Edition](#) Marc Marschark, Patricia Elizabeth Spencer, 2011-01-11 In this updated edition of the landmark original volume a range of international experts present a comprehensive overview of the field of deaf studies language and education Written for students practitioners and researchers The Oxford Handbook of Deaf Studies Language and Education Volume 1 is a uniquely ambitious work that has altered both the theoretical and applied landscapes [Learning Assessment Techniques](#) Elizabeth F. Barkley, Claire H. Major, 2016-01-19 50 Techniques for Engaging Students and Assessing Learning in College Courses Do you want to Know what and how well your students are learning Promote active learning in ways that readily integrate assessment Gather information that can help make grading more systematic and streamlined Efficiently collect solid learning outcomes data for institutional assessment Provide evidence of your teaching effectiveness for promotion and tenure review Learning Assessment Techniques provides 50 easy to implement active learning techniques that gauge student learning across academic disciplines and learning environments Using Fink s Taxonomy of Significant Learning as its organizational framework it embeds assessment within active learning activities Each technique features purpose and use key learning goals step by step implementation online adaptation analysis and reporting concrete examples in both on site and online environments and key references all in an easy to follow format The book includes an all new Learning Goals Inventory as well as more than 35 customizable assessment rubrics to help teachers determine significant learning goals and appropriate techniques Readers will also gain access to downloadable supplements including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle College teachers today are under increased pressure to teach effectively and provide evidence of what and how well students are learning An invaluable asset for college teachers of any subject Learning Assessment Techniques provides a practical framework for seamlessly integrating teaching learning and assessment



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