

Reflection Rubric - Summative
Wesley College Department of Education
 (for use on ED493/522 and PE464 research project)

Teacher Candidate: _____ Date: _____

**Key to 5 point rubric scale:*

1= no evidence of indicator, needs improvement

2= some evidence of indicator, but needs improvement

3= acceptable evidence of indicator

3.5 = cut score for programs

4= regular evidence of indicator

5= exceptional evidence of indicator

1. Descriptive Knowledge (methods)

A. Rich descriptions with a scope and depth of detail that puts the reader into the setting.	1	2	3	4	5
B. Descriptions are objective and opinion-free.	1	2	3	4	5
C. Word choices in descriptions have neutral connotations.	1	2	3	4	5

2. Transformational Knowledge (methods)

A. Evidence of authentic analysis of data is present.	1	2	3	4	5
B. Analytical statements clearly connect to and are derived from descriptive data.	1	2	3	4	5

Comments:

3. Explanatory Knowledge (results)

A. Conclusions and interpretations are contextual rather than emotional.	1	2	3	4	5
B. Examples from data sources adequately support conclusions and interpretations.	1	2	3	4	5
C. Examples chosen from data sources have rich descriptions.	1	2	3	4	5
D. Conclusions and interpretations include statements that encompass the depth and breadth of constructs being analyzed.	1	2	3	4	5
E. Conclusions and interpretations are situated within the scope of the data.	1	2	3	4	5

Comments:

4. Extending Knowledge (discussion)

A. Construct is considered from multiple perspectives beyond the data sources.	1	2	3	4	5
B. Evaluative statements are connected to reflective process	1	2	3	4	5
C. Goals and questions are derived from evaluative statements	1	2	3	4	5

Comments:

Reflection Rubric Scoring Guide (6/21/06)

	1	2	3	4	5
Descriptive Knowledge	Little descriptive data, with no detail	Little description of data with sparse details; descriptions are subjective	Descriptions include sufficient amount of detail and are generally objective; may include some subjective statements and cursory descriptions	Most descriptions are rich and objective	All descriptions are rich and objective
Transformational Knowledge:	No evidence of analysis.	Little description of data analysis and no method of analysis can be inferred	Some description of data analysis is present, and some method of analysis can be inferred.	Most analytical statements demonstrate an authentic engagement in analysis of data sources, and delineate the method of analysis	Analytical statements demonstrate an authentic engagement in analysis of data sources, and clearly delineate the method of analysis
Explanatory Knowledge:	Unacceptable. All statements are emotional; reflection does not address the construct or criteria. No statements are supported by examples.	Needs Improvement. Majority of statements are emotional and not contextualized; while statements are made about the construct, there is no attempt to explore the breadth and depth of the construct; no statements remain within the scope of the data. Few statements are supported by examples with sufficient descriptions	Acceptable. Mixture of emotional and contextualized statements; limited attempt to explore the breadth and depth of the construct; some statements over-generalize from the data's scope, others under-generalize, and some remain within the scope of the data. Most statements are supported by at least one example with sufficient description	Regular. The development of most conclusions and interpretations are confined to the context and criteria of the construct; most statements show breadth and depth of the constructs, and most remain within the scope of the data. Most statements are supported by multiple richly described examples	Exceptional. The development of all conclusions and interpretations are confined to the context and criteria of the construct; showing the breadth and depth of the constructs, and remaining within the scope of the data. Explanatory statements are supported by multiple richly described examples
Extending Knowledge:	No attempt to extend knowledge.	Extensions of data analysis are weak or invalid. Attempts to connect to other perspectives/experiences are undeveloped; no evaluative statements about the reflection process; no goals or questions are generated from evaluative statements	The construct is confined mostly to the data sources, with some attempt to extend, connect evaluative statements to the reflective process or set goals or pose questions, but not fully elaborated	The construct is considered from multiple perspectives, beyond the data sources, or may contain evaluative statements connected to the reflective process, or contain goals and questions that arise from the reflection or investigation	The construct is considered from multiple perspectives, beyond the data sources, and contains evaluative statements connected to the reflective process; goals and questions arise from the investigation or reflection