

**Reflection Rubric**  
**Department of Education Wesley College**  
**For Teacher Candidacy and Senior Methods Folio**

*(The Department of Education's definition of Reflection may be found online at [www.wesley.edu/teach/](http://www.wesley.edu/teach/). conceptual framework 2011, or handbooks)*

**Course:** \_\_\_\_\_ **Evaluated Product:** \_\_\_\_\_

**Name** \_\_\_\_\_ **Date** \_\_\_\_\_ **Evaluator** \_\_\_\_\_

*Scoring Scale*

*1= no evidence for indicator, unacceptable; 2=some evidence for indicator, passing but needs improvement; 3= acceptable evidence for indicator, meets minimum course requirements but not professionally ready; 4= regular evidence for indicator, professionally ready, novice teacher candidate; 5= exceptional evidence for indicator, professionally ready meritorious teacher candidate*

Descriptive Knowledge

Evidence chosen supports

explanatory statements	1	2	3	4	5
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Data sources are typical exemplars	1	2	3	4	5
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Data sources come from a variety of products, experiences and content areas	1	2	3	4	5
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Transformational Knowledge:

Evidence of extensive and authentic

data analysis is present or can be implied	1	2	3	4	5
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Explanatory Knowledge .

Conclusions clearly connected to analysis and interpretation of data

1	2	3	4	5
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Explanations reflect multi-faceted nature of the constructs formed about teaching readiness under the constructivist paradigm

1	2	3	4	5
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Conclusions and interpretations are contextual rather than emotional

1	2	3	4	5
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Extending Knowledge and Evaluative Knowledge

Goals and questions are derived from

Evaluative statements	1	2	3	4	5
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