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/. 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
Data sources are typical exemplars
Data sources come from a variety of products, experiences and content areas

Transformational Knowledge:
Evidence of extensive and authentic data analysis is present or can be implied

Explanatory Knowledge.
Conclusions clearly connected to analysis and interpretation of data
Explanations reflect multi-faceted nature of the constructs formed about teaching readiness under the constructivist paradigm
Conclusions and interpretations are contextual rather than emotional

Extending Knowledge and Evaluative Knowledge
Goals and questions are derived from Evaluative statements