Ending Reflection Rubric

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| Category | **Honor/Exceptional** | **Skillful/Competent** | **Developing** | **Not Passing** |
| Quality of Content Understanding | Reflection shows strong evidence of thorough preparation through critical reading and reflection thereby demonstrating an integration of relevant concepts, ideas regarding screening, assessment or data collection tools.  Student speaks as one who has a breadth and depth of knowledge. | Response is mostly clear, concise and coherent with a nice understanding of screening, assessment or data collection tool being discussed. | Response is clear, with a beginning level of understanding of screening, assessment or data collection tool being discussed. | Response is not always clear and coherent making it difficult to understand knowledge level of screening, assessment or data collection tool being discussed. |
| Points Possible | 20 points | 16 points | 14 point | 5 points |
| Critical Thinking | Reflection demonstrates evidence of upper level thinking (analysis, synthesis, and evaluation) in regards assessment of self-growth and understanding of course content can enhance and support quality in early childhood programs. | Response demonstrates some use of upper level thinking (analysis, synthesis, and evaluation) and illustrates a thoughtful approach to possibilities of using screening, assessment or data collection tool being discussed. | Response demonstrates minimal upper level thinking (analysis, synthesis, and evaluation) and illustrates an partial approach to possibilities of using screening, assessment or data collection tool being discussed. | Response demonstrates little upper level thinking and illustrates an unclear explanation of how screening, assessment or data collection tool being discussed could be used. |
|  | 20 points | 16 points | 14 point | 5 points |
| Quality of Response | Response demonstrates a polished, professional quality with few, if any, errors. | Response is polished but has some errors in standard written English that rarely interfere with readers understanding. | Response contains several errors in standard written  English that begin to interfere with reading and understanding | Response lacks higher quality as it contains several errors in standard written  English that interfere with reading and understanding |
|  | 10 points | 8 points | 7 points | 0 points |