

## Student Learning Reflection Rubric

Adapted from Jay, J. K., & Johnson, K. L. (2002). Capturing complexity: A typology of reflective practice for teacher education. *Teaching and Teacher Education*, 18, 73-85.

	<b>Developing</b>	<b>Sufficient</b>	<b>Proficient</b>	<b>Exemplary</b>
Description: The matter for reflection is described and presented	Absent, or minimal--bare facts are presented, with some possible inaccuracies or omissions; some facts may be irrelevant or distracting	Salient facts are presented accurately; narrative is broad and may omit detail	Salient facts are presented accurately; details included when necessary	Salient facts are presented accurately; details included when necessary; awareness of writer's position in relation to the matter for reflection is displayed
Comparison: The matter for reflection is reframed in light of alternative views; own perspective is explored in light of others	Absent, or minimal—only one alternative is presented and perhaps not particularly objectively; does not explore alternatives	Objectively presents at least one alternative; considers its potential in relation to matter for reflection	Objectively presents at least two alternatives; considers their potential in relation to matter for reflection	Objectively presents at least two alternative perspectives; considers their potential in relation to matter for reflection; questions own perspective
Criticism: The matter for reflection is carefully considered in light of multiple frames, and a resolution is reached or suggested	Absent, or minimal—the perspective of the writer is unclear or unsatisfying in relation to the problem	Makes a judgment or choice among possible actions or integrates new insight into existing perspective; explains it but does not elaborate on reasoning	Makes a judgment or choice among possible actions or integrates new insight into existing perspective; explains it and elaborates on reasoning	Makes a judgment or choice among possible actions or integrates new insight into existing perspective; explains it and elaborates on reasoning ; considers other possibilities or impact on the future
Expression: The reader can follow the writer's thoughts	Errors and/or lack of organization make it hard to follow the text	Some errors but generally readable; the organization may be scattered but the thought process is clear	Some errors but they do not interfere with reading; content is interesting clear, well ordered	Some errors but they do not interfere with reading; the content is clear, well ordered, and compelling