

Chinese 6690
Teaching Practicum
Class Observation Reflective Essay: Rubric

Category	1 Below Standards / Unacceptable	2 Approaching Standards	3 Meets Standards / Proficient	4 Exceeds Standards
Introduction & Focus:	Does not name topic; <u>writes in generalities</u> ; no preview of what will be discussed	Makes some references to main elements of the observation; outlines some main points but does not name topic	Makes specific references to key elements of the observation; states the topic of the reflection	Gives specific references from academic and field experiences as well as naming topic and outlining main points
Themes: knowledge, standards; effective lesson design & implementation, etc.:	Writes in generalities; fails to demonstrate understanding of 1 or more of the following: lesson design, objectives, modes of communication, st-t behaviors, & methodology in learning context	Identifies or mentions bits and pieces of the lesson design, objectives, st.-t. behaviors, modes of communication, methodology, etc, but does not demonstrate understanding in learning context	Demonstrates understanding of components (lesson design, objectives, modes of communication, st.-t. behaviors, methodology) & reflects analytically relative to the learning context	Not only demonstrates understanding, but also gives specific references from academic and field experiences to elaborate on understanding of the effectiveness of components relative to the learning context
Evidence & Examples:	Contains 1 or fewer pieces of evidence &/or examples not explained	At least 1 of the pieces of evidence or examples is relative & has an explanation that shows how that piece of evidence supports the author's position	Most of the evidence & examples are specific, relevant & explanations are given that show how each piece of evidence supports the author's position	All of the evidence & examples are specific, relevant, & explanations are given that show how each piece of evidence supports the author's position
Sources & Connection to Theory:	No sources or connection to theory are present or are not credible; fails to make connection of the observation to standards and relevant topics	Most sources used for quotes, statistics and facts are credible and cited correctly; makes some connections to theory, standards, & relevant topics	Summarizes the data & evidence collected on observation form & indicates how it relates to standards, effective lesson design & implementation; & how it will impact individual lesson planning & implementation	Additionally, gives specific references from academic readings & field experiences to elaborate on how it will result in improved lesson design & implementation