

## ASSESSMENT OF LEARNING: REFLECTIVE PRACTICE PRACTICUM PORTFOLIO

### RUBRIC: Reflective Practice Practicum Portfolio

	UNSATISFACTORY 0%	DEVELOPING 50% (C)	PROFICIENT 75% (B)	EXEMPLARY 100% (A)
<b>INTRODUCTION (10%)</b>	Does not includes an introduction to the practicum portfolio. Does not list the practicum learning outcomes.	Includes an introduction to the practicum portfolio or lists some or none of the practicum learning outcomes.	<i>Includes an introduction to the practicum portfolio. Lists each of the practicum learning outcomes.</i>	Includes an introduction to the practicum portfolio, Gibb's (1988) Reflective Practice Model. Lists each of the practicum learning outcomes, and includes an explanation of how specific elements of the portfolio demonstrate achievement of learning outcomes.
<b>DESCRIPTION (15%)</b>	<p>Does not include a description of the practicum experience.</p> <p>Does not include Classroom Observation Log, Facilitation Log, and/or Verification of Hours. (Note: These are all required to pass the Practicum).</p> <p>Does not includes three Lesson Plans.</p>	<p>Does not include a description of the practicum experience.</p> <p>Includes some, but not all of the following: Classroom Observation Log, Facilitation Log, and/or Verification of Hours. (Note: These are all required to pass the Practicum).</p> <p>Does not includes three Lesson Plans.</p>	<p><i>Includes a description of the practicum experience.</i></p> <p><i>Includes all of the following: Classroom Observation Log, Facilitation Log, and Verification of Hours. (Note: These are all required to pass the Practicum).</i></p> <p><i>Includes three Lesson Plans.</i></p>	<p>Includes an insightful description of the practicum experience, integrating scholarly sources to support description.</p> <p>Includes all of the following: Classroom Observation Log, Facilitation Log, and Verification of Hours. (Note: These are all required to pass the Practicum).</p> <p>Includes three Lesson Plans</p>

<p><b>FEELINGS (15%)</b></p>	<p>Does not include an analysis of feelings related to the practicum experience. Does not include a discussion of how students may have felt during and about the learning activities. Does not include a summative analysis of feelings about the practicum as a whole.</p>	<p>Includes an analysis of feelings related to the practicum experience, including some (but not all) of the following: feelings before, during, and after the classroom observation, lesson plan design, and facilitation and/or includes a discussion of how students may have felt during and about the learning activities and/or includes a summative analysis of feelings about the practicum as a whole.</p>	<p><i>Includes an analysis of feelings related to the practicum experience, including feelings before, during, and after the classroom observation, lesson plan design, and facilitation. Includes a discussion of how students may have felt during and about the learning activities. Includes a summative analysis of feelings about the practicum as a whole.</i></p>	<p>Includes an analysis of feelings related to the practicum experience, including feelings before, during, and after the classroom observation, lesson plan design, and facilitation. Includes a discussion of how students may have felt during and about the learning activities. Includes a summative analysis of feelings about the practicum as a whole.</p> <p>The analysis includes references to the literature related to Gibb's Reflective Practice and/or other scholarly sources.</p>
<p><b>EVALUATION (15%)</b></p>	<p>Does not include an evaluation of all elements of the practicum experience: classroom observation, lesson plan design, and facilitation.</p> <p>The evaluation does not include a description of what went well, what didn't go well, and how students or</p>	<p>Includes an evaluation of one or more parts of the practicum experience: classroom observation, lesson plan design, and facilitation.</p> <p>The evaluation includes a description of some of the following: what went well, what didn't go well, and how students or facilitator</p>	<p><i>Includes an evaluation of the practicum experience, including classroom observation, lesson plan design, and facilitation.</i></p> <p><i>The evaluation includes a description of what went well, what didn't go well, and how students or facilitator contributed to the success of the experience.</i></p>	<p>Includes an evaluation of the practicum experience, including classroom observation, lesson plan design, and facilitation.</p> <p>The evaluation includes a description of what went well, what didn't go well, and how students or facilitator contributed to the success of the experience.</p>

	facilitator contributed to the success of the experience.	contributed to the success of the experience.		Incorporates references to scholarly literature to support evaluation.
<b>ANALYSIS (15%)</b>	<p>Does not include an analysis of all elements of the practicum experience: classroom observation, lesson plan design, and facilitation.</p> <p>Does not include an analysis of all the following: why things went well, why things didn't go well, and the meaning of this experience. Does not incorporate other resources (including scholarly sources, practicum feedback, and discussion feedback) in this analysis.</p> <p>Does not include a discussion of how each practicum learning outcome was achieved.</p>	<p>Includes an analysis of the practicum experience, including classroom observation, lesson plan design, and facilitation.</p> <p>Includes an incomplete analysis of some of the following: why things went well, why things didn't go well, and the meaning of this experience. Minimally incorporates other resources (including scholarly sources, practicum feedback, and discussion feedback) in this analysis.</p> <p>Includes a discussion of how some of the practicum learning outcome were achieved.</p>	<p><i>Includes an analysis of the practicum experience, including classroom observation, lesson plan design, and facilitation.</i></p> <p><i>Includes an analysis of why things went well, why things didn't go well, and the meaning of this experience. Incorporates other resources (including scholarly sources, practicum feedback, and discussion feedback) in this analysis.</i></p> <p><i>Includes a discussion of how each practicum learning outcome was achieved.</i></p> <p><i>Synthesize personal identity, values, and beliefs into the facilitation and teaching process</i></p>	<p><i>Includes an insightful analysis of the practicum experience, including classroom observation, lesson plan design, and facilitation.</i></p> <p><i>Includes an insightful analysis of why things went well, why things didn't go well, and the meaning of this experience.</i></p> <p><i>Synthesizes the analysis with other resources (including scholarly sources, practicum feedback, and discussion feedback).</i></p> <p><i>Includes a discussion of how each practicum learning outcome was achieved.</i></p>
<b>DEVELOPING A COHESIVE AND LOGICAL ACADEMIC</b>	Does not make a focused, cohesive, or logical academic argument. Paper is confusing, and is missing	Makes an academic argument that is only partially focused, cohesive and logical. Paper is generally	<p><i>Makes a focused, cohesive, logical academic argument. Paper is effectively organized and includes all of the</i></p>	Makes a focused, cohesive, logical and compelling academic argument. Paper is effectively organized and

<b>ARGUMENT (10%)</b>	some of the following: title page, table of contents, introduction, description, feelings, evaluation, analysis, conclusion and action plan, and reference list. Transitions between sections and ideas are missing.	organized but is missing some of the following: title page, table of contents, introduction, description, feelings, evaluation, analysis, conclusion and action plan, and reference list. Transitions between sections and ideas are unclear.	<i>following: title page, table of contents, introduction, description, feelings, evaluation, analysis, conclusion and action plan, and reference list. Transitions between sections and ideas are clear.</i>	includes all of the following: title page, table of contents, introduction, description, feelings, evaluation, analysis, conclusion and action plan, and reference list. Transitions between sections and ideas are clear, and build on each other.
<b>SCHOLARLY INTEGRATION (10%)</b>	Does not integrate references to support claims and assertions made in the paper.	Integrates references to support some of the claims and assertions made in the paper.	<i>Integrates references to support claims and assertions made in the paper.</i>	Integrates references to support claims and assertions made in the paper, effectively synthesizing different perspectives and research results from scholarly sources.
<b>APA/WRITING (10%)</b>	Paper does not model language and conventions used in scholarly literature. Writing is not well-organized. Several errors in grammar or composition. Sources are not cited. APA citations are not appropriately formatted.	Paper partially models language and conventions used in scholarly literature. Writing is somewhat well organized and includes some errors in grammar or composition. Not all sources cited. APA citations are generally formatted correctly, with several errors.	<i>Paper consistently models language and conventions used in scholarly literature. Writing is well-organized and includes few (if any) errors in grammar or composition. All resources are appropriately cited (including in-text citations and bibliography information). Few (if any) errors in APA citations.</i>	Paper is an exemplar of language and conventions used in scholarly literature. Writing is well-organized and free of errors in grammar or composition. All resources are appropriately cited. No errors in APA format.
<b>TOTAL</b>	<b>0% (F)</b>	<b>50% (C)</b>	<b>75% (B)</b>	<b>100% (A+)</b>