



HOLY ANGEL UNIVERSITY
Angeles City
School of Education

Learning Plan in Assessment of Learning 1 (EASMLEARN1)
1st Semester, 2nd Year Level

Holy Angel University VMs

Vision: To become a role-model catalyst for countryside development and one of the most influential, best-managed Catholic universities in the Asia-Pacific region.

Mission: To offer accessible quality education that transforms students into persons of conscience, competence, and compassion.

School of Education VMs

Vision: The leading Catholic institution of teacher education in the region that serves as a benchmark for quality instruction, research and other best teaching-learning practices.

Mission: To provide quality education that enables students to be critical thinkers, mindful of their responsibilities to society and equipped with holistic education catering to the heart and soul as well as to the body and mind.

Institutional Student Learning Outcomes

1. Show effective communication
2. Demonstrate appropriate value and sound ethical reasoning
3. Apply critical and creative thinking
4. Utilize civic and global learning
5. Use applied and collaborative learning
6. Employ aesthetic engagement
7. Show Information and Communication Technology (ICT) Literacy

Program Educational Objectives (PEOs)

Graduates are envisioned to:

1. Display positive & powerful role models of the values of the pursuit of learning & of the effort to learn.
2. Create a physical and social environment in class that allows students to attain maximum learning.
3. Facilitate the learning process in diverse types of learners, by first recognizing and respecting individual differences, then using knowledge about students' differences to design diverse sets of learning activities to ensure that all students can attain appropriate learning goals.
4. Gain knowledge of subject matter, teaching-learning approaches and activities, instructional materials and learning resources including ICT.
5. Utilize assessment data to plan & revise teaching-learning plans, as well as the integration of formative assessment procedures in the plan and implementation of teaching-learning activities.
6. Strengthen the links between school and community activities as these help in the attainment of the curricular objectives.
7. Display concern for professional development, and continuous improvement as teachers.
8. Conduct research to address problems encountered in teaching.

Institutional Student Learning Outcomes	PEOs							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
ISLO1: Show effective communication			X					X
ISLO2: Demonstrate appropriate value and sound ethical reasoning	X		X		X		X	X
ISLO3: Apply critical and creative thinking		X			X			X
ISLO4: Utilize civic and global learning		X	X			X		
ISLO5: Use applied and collaborative learning			X	X				X
ISLO6: Employ aesthetic engagement			X	X				
ISLO7: Show Information and Communication Technology (ICT) Literacy			X					X

Program Learning Outcomes (PLOs)

After finishing the program, the students will be able to:

1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts;
2. Demonstrate mastery of subject matter / discipline
3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments;
4. Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes;
5. Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners;
6. Practice professional and ethical teaching standards sensitive to the local, national and global realities;and
7. Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices;
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.

Program Learning Outcomes	PEOs							
	PEO1	PEO2	PEO3	PEO4	PEO5	PEO6	PEO7	PEO8
1. Articulate the rootedness of education in philosophical, socio-cultural, historical, psychological and political contexts;				X				
2. Demonstrate mastery of subject matter / discipline			X	X				
3. Facilitate learning using a wide range of teaching methodologies and delivery modes appropriate to specific learners and their environments;						X		
4. Demonstrate a variety of thinking skills in planning, monitoring, assessing and reporting learning processes and outcomes;				X				
5. Develop innovative curricula, instructional plans, teaching approaches and resources for diverse learners			X	X				X
6. Practice professional and ethical teaching standards sensitive to the local, national and global realities;and						X		
7. Apply skills in the development and utilization of ICT to promote quality, relevant and sustainable educational practices;	X					X		
8. Pursue lifelong learning for personal and professional growth through varied experiential and field-based opportunities.							X	

Course Learning Outcomes: The CLOs are anchored in the Philippine Professional Standards for Teachers (PPST) Beginning Teacher Indicators (BTIs).

At the end of the course, pre-service teachers should be able to:	BTIs	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8
1. demonstrate current, research-based knowledge and understanding of the basic concepts and principles of assessment and how they are applied in teaching and learning;	1.1.1 1.2.1		I						
2. identify learning outcomes that are aligned with learning competencies;	4.2.1		I						
3. demonstrate knowledge in designing, developing, selecting and using appropriate diagnostic, formative and summative assessment strategies in line with K to 12 standards, guidelines and requirements;	5.1.1		I						
4. demonstrate knowledge of monitoring and evaluating learner progress using learner attainment data;	5.2.1				I				
5. demonstrate understanding of the role of assessment in making instructional decisions;	5.5.1				I				
6. demonstrate knowledge of providing timely, accurate and constructive feedback to improve learner performance; and	5.3.1				I				
7. demonstrate familiarity with strategies for communicating students' learning needs, progress and achievement to key stakeholders.	5.4.1				I				

**** (I – INTRODUCED, Faculty introduces concepts, P – PRACTICED, Practiced with faculty supervision, D – DEMONSTRATED, Demonstrated in different settings with minimal supervision)**

- I. Course Description** : This course focuses on the principles, development and utilization of conventional assessment tools to improve the teaching learning process. It emphasizes the use of assessment of, as, and for learning in measuring knowledge, comprehension and other thinking skills in the cognitive, psychomotor or affective domains. It takes pre-service teachers through the standard steps in test construction and development, the application of grading systems, and the provision of timely, accurate, and constructive feedback to improve learner performance. Trends and issues related to assessment are also addressed.
- II. Course Credit** : 3 Units
- III. Prerequisite** : ETECHTLEARN1
- IV. Textbook** : None
- V. Requirements** : Officially Register in LMS (Canvas) and One Alternative Group Chat (Facebook Chat/Messenger/Lark/Webex/Zoom)
One Active Email Address
Must complete all the PowerPoint/Video Presentation
For Major Exam Group Presentation using Google Docs
Complete all the Activities

VI. Learning Outcome

Time Frame Wk Hr	Intended Learning Outcomes	CLOs BTIs	Course Content	Core Values Core Sub	Teaching/Learning Activities	Assessment
Week 1	<p><i>At the end of the module, the pre-service teacher (PST) can:</i></p> <p>Identify and articulate the importance of the course content as well as appreciate classroom management that is conducive to learning, SED retention policies, safety rules in the laboratory, and online etiquette Differentiate and discuss the applications and implications of assessment to teaching and learning.</p>	CLO 1/ 1.1.1	<p>Course Overview Teacher Education Program Outcomes, Degree Outcomes (BEED and BSE) and Course Outcomes (Assessment of Learning 1) HAU MVGOs SED VMGs/Retention Policies Classroom orientation; Online Etiquette</p>	<p>Excellence ➤ Professionalism</p>	Using Zoom 20 – 40 minutes Interactive Online Discussion	Using google forms, answer a survey about the orientation conducted

Week 1-2	Differentiate between measurement, assessment and evaluation	CLO 1/ 1.1.1 CLO 5/5.5.1	Unit 1 – Preliminary Module 1 Concepts and Recent Trends A. What is educational assessment? <ol style="list-style-type: none"> Basic principles Types of assessment <ul style="list-style-type: none"> Assessment for learning Assessment as learning Assessment of learning Users of educational assessment B. Assessment and Classroom Decisions <ol style="list-style-type: none"> Measurement Testing <ul style="list-style-type: none"> Standardized testing High stakes testing Evaluation 	Excellence ➤ Competence	Interactive Online Discussion/Facebook live/Video Recorded with PowerPoint/Video Presentation about the Concepts of Educational Assessment and Classroom Decision *Learning Packets are provided for students.	Concept Mapping (Student will create ways of representing and organizing ideas and concepts about the types of assessment)
Week 3	Distinguish among placement, diagnostic, formative and summative assessment.	CLO 1/ 1.1.1	C. Roles of Assessment in Instructional Decisions <ol style="list-style-type: none"> Placement Diagnostic Formative Summative 	Excellence ➤ Competence	Using Interactive Online 20 – 30 Minutes Discussion Using Office Mix PowerPoint/Video Presentation about Roles of Assessment	Comparative Matrix (Student will create Matrix to distinguish placement, diagnostic, formative, and

Week 4	Construct table of specification for a unit or summative tests.	CLO 5/ 5.5.1	D. Developing Classroom Assessment Tools 1. Developing Table of Specification (TOS)		Decisions <i>*Learning Packets are provided for students.</i> Using Interactive Online 20 – 30 Minutes Discussion	summative assessment) Construct TOS using MS Excel (by Major)
Week 5	Construct selected response items that are free from item writing flaws	CLO 5/ 5.5.1	E. Developing and use of selected response item format 1. True-False item 2. Matching type Item 3. Multiple choice item 4. Completion and Short answer item		Using Interactive Online 20 – 30 Minutes Discussion <i>*Learning Packets are provided for students</i>	Using MS Word (Construct Tests using the Guidelines about Selected Response items)
Week 6	PRELIM PERIOD (Group Work: Make a 40-item Multiple Choice Test with TOS using the General Guidelines in Test Construction based on their Major using MS Word and MS EXCEL)					

Time Frame Wk Hr	Intended Learning Outcomes	BTIs CLOs	Course Content	Core Values Core Sub	Teaching/Learning Activities	Assessment
Week 7	<i>At the end of the module, the pre-service teacher (PST) can:</i> a. Conduct Online Assessment using any online application.	CLO 3/5.1.1	Module 2 Unit 2 – Designing and Developing Assessments A. Characteristics of Quality Assessment Tools B. Types of Teacher-made Tests	Excellence ➤ Competence	Using Interactive Online 20 – 30 Minutes Discussion	Using different available online platforms, administer an online test using the constructed test by the student during the Prelim

Week 8-9	b. Improve assessment tools based on assessment data	CLO 5/5.1.1	C. Assessment Tools Development 1. Assessment development Cycle 2. Test Item Formulation 3. Item Analysis 4. Reliability 5. Validity		Using Office Mix PowerPoint/Video Presentation about Designing and Developing Assessment <i>*Learning Packets are provided for students</i>	Exam Students will review/improve assessment tools based on the results of Item Analysis
Week 10	c. Interpret assessment results accurately to help learners improve their performance and achievement	CLO 4/5.2.1	Unit 3 – Analysis and Interpretation of Assessment Results A. Presentation 1. Textual Presentation 2. Tabular Presentation 3. Graphical Presentation	Excellence ➤ Competence	Video Recorded Using Office Mix PowerPoint/Video Presentation about Analysis and Interpretation of Assessment Results <i>*Learning Packets are provided for students</i>	Using MS Office Students will interpret assessment results and use the same to make informed decisions to improve instruction. They will present their output in a 2-3 page slide.
Week 11	d. Utilize assessment results to make informed-decisions to improve instruction	CLO 5/5.5.1	B. Quantitative Analysis and Interpretation 1. Levels of Measurement 2. Measures of Central Tendency 3. Measure of Variability 4. Measures of Relative Position			
Week 12	MIDTERM PERIOD (Make a Group Presentation about the Results of Online Assessment conducted with the results of Item Analysis using MS Excel)					

Time Frame Wk Hr	Intended Learning Outcomes	BTIs CLOs	Course Content	Core Values Core Sub	Teaching/Learning Activities	Assessment
Week 13	<i>At the end of the module 3, the pre-service teacher (PST) can:</i>		Module 3 Unit 4 – Feed backing and Communicating Assessment Results			
Week 14	a. Interpret test scores using norm-referenced and criterion-referenced interpretation.	CLO1/1.1.1	A. Interpreting Test Scores 1. Norm-referenced Interpretation 2. Criterion – Referenced Interpretation	Excellence ➤ Competence	Using Zoom 20 – 30 Minutes Online Discussion Learning Packets are provided for students	Given a set of test scores, students will interpret them according to norm-reference and criterion reference.
Week 15	b. Make a sample report card using MS Word and Excel with a sample data	CLO 4/5.2.1	B. Evaluating and Grading Purposes 1. Meaning and Purpose of Grades 2. Report Cards and other Official Reports of Student Progress 3. Do's and Don't's C. Constructive Feed backing 1. Principles and characteristics 2. Strategies - Written feedback - Oral feedback		Using Office Mix PowerPoint/Video Presentation about Feed backing and Communicating Assessment Learning Packets are provided for students	Using MS Word and MS Excel (Students will make a sample report cards with a sample data) DEPED REPORT CARD
			Unit 5 – Professional Responsibilities and Ethical Behavior in Educational			

Week 16-17	c. Create a mind map identifying and describing students' rights and responsibilities and teachers' ethical responsibilities in relation to assessment.	CLO 1/1.1.1	Assessment <ol style="list-style-type: none"> 1. Teacher's Professional Responsibilities in Assessment 2. Student's Rights and Responsibilities as test takers 3. Secrecy, access, privacy, confidentiality and the Teacher 4. Accommodations for Students with Disabilities 	Excellence ➤ Competence Community ➤ Respect for human life	Using Interactive Online 20 – 30 Minutes Online Discussion Using Office Mix PowerPoint/Video Presentation about Responsibilities and Ethical Behavior in Educational Assessment *Learning Packets are provided for students	Mind Mapping Create a mind map identifying and describing students' rights and responsibilities and teachers' ethical responsibilities in relation to assessment.
Week 18	FINAL PERIOD (Reflection Paper about the Profession Responsibilities and Ethical Behavior in Educational Assessment)					

VII. References

Books:

Corpuz, B. (2019). *Assessment of Learning*. Quezon City: Lorimar Publishing House, Inc.

Peacock, A. (2016). *Assessment of learning without limits*. London: Open University Press.

Salvia, J. (2017). *Assessment in special inclusive education* (13th ed.). Australia: Cengage Learning.

Navarro, R. (2017). *Assessment of learning 1* (3rd ed.). Quezon City: Lorimar Publishing House, Inc.

De Guzman, E. (2015). *Assessment of learning 1*. Quezon City: Adriana Publishing.

Barkley, E. (2016). *Learning assessment technique: a handbook for college faculty*. San Francisco: Jossey-Bass,

Electronic Resources:

Jones, C. A (2005). *Assessment of Learning*. London: Learning and Skills Development. <https://dera.ioe.ac.uk/7800/1/AssessmentforLearning.pdf>.

Expectations from Students

Students are held responsible for meeting the standards of performance established for each course. Their performance and compliance with other course requirements are the bases for passing or failing in each course, subject to the rules of the University. The students are expected to take all examinations on the date scheduled, read the assigned topics prior to class, submit and comply with all the requirements of the subject as scheduled, attend each class on time and participate actively in the discussions.

Furthermore, assignments such as reports, reaction papers and the like shall be submitted on the set deadline as scheduled by the faculty. Extension of submission is approved for students with valid reasons like death in the family, hospitalization and other unforeseen events. Hence, certificates are needed for official documentation. Students assigned by the University in extracurricular activities (Choral, Dance Troupe and Athletes) are excused from attending the class, however, said students are not excused from classroom activities that coincide the said University activities. Special quiz is given to students with valid reasons like death in the family, hospitalization and other unforeseen events. Hence, certificates are needed for official documentation. Likewise, special major examination is given to students with the same reasons above. Attendance shall be checked every meeting. Students shall be expected to be punctual in their classes. And observance of classroom decorum is hereby required as prescribed by student's handbook.

Academic Integrity

It is the mission of the University to train its students in the highest levels of professionalism and integrity. In support of this, academic integrity is highly valued and violations are considered serious offenses. Examples of violations of academic integrity include, but are not limited to, the following:

1. Plagiarism – using ideas, data or language of another without specific or proper acknowledgment. Example: Copying text from the Web site without quoting or properly citing the page URL, using crib sheet during examination. For a clear description of what constitutes plagiarism as well as strategies for avoiding it, students may refer to the Writing Tutorial Services web site at Indiana University using the following link: <http://www.indiana.edu/~wts/pamhlets.shtml>. For citation styles, students may refer to <http://www.uwsp.edu/psych/apa4b.htm>.
2. Cheating – using or attempting to use unauthorized assistance, materials, or study aids during examination or other academic work. Examples: using a cheat sheet in a quiz or exam, altering a grade exam and resubmitting it for a better grade.
3. Fabrication – submitting contrived or improperly altered information in any academic requirements. Examples: making up data for a research project, changing data to bias its interpretation, citing nonexistent articles, contriving sources.

(Reference: Code of Academic Integrity and Charter of the Student Disciplinary System of the University of Pennsylvania at <http://www.vpul.upenn.edu/osl/acadint.html>).

Other Policies

- Major exams such as Prelims, Midterms, and Finals will be given during the exam week.
- Formative assessment will be given at least after the discussion of every chapter.
- Drills, Exercises, Seat works, Projects, Recitation/Role playing will be given to the students and will be graded as part of class standing.
- Homework Policy will be given at the discretion of the faculty and will be graded as part of class standing.

Grading System (Campus ++):

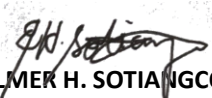
Class Standing: 70%

Major Exams: 30%

Passing Percentage for General Education Subjects: 50%

Passing Percentage for Professional and major subjects: 60%

Prepared by:



ELMER H. SOTIANGCO
Faculty

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Program Chairperson, SED

6/4/2020

Certified by:



MARIVIC M. PANTIG
OIC-Director, University Library

Approved by:

ALMA M. NATIVIDAD, Ph.D.
Dean, SED

CONCEPT/MIND MAPPING RUBRIC

Concept Mapping			
Criteria	Approaching expectation (1- 4 marks)	Meeting Expectation (5 – 7 marks)	Exceeding Expectation (8 - 10 marks)
Concepts (Knowledge)	<ul style="list-style-type: none"> ◆ Insufficient concepts selected relating to topic ◆ Arrangement of concepts demonstrates a little understanding of relationship between them. ◆ Relationships between concepts are weak. 	<ul style="list-style-type: none"> ◆ Acceptable number of concepts selected, with some relationships to topic ◆ Arrangement of concepts demonstrates some understanding of relationship between them. ◆ Relationships make some logical sense 	<ul style="list-style-type: none"> ◆ Most concepts and all significant concepts selected and they clearly relate to the topic ◆ Arrangement of concepts demonstrates complete and insightful understanding of relationship between them ◆ Relationships make logical sense, with little errors
Hierarchical Structure (Communication)	<ul style="list-style-type: none"> ◆ Only a few concepts connected in a hierarchical structure. 	<ul style="list-style-type: none"> ◆ Some concepts connected in a hierarchical structure moving from major ideas to minor ideas. 	<ul style="list-style-type: none"> ◆ Most or all concepts connected in a hierarchical structure leading from more complex to less complex, and on to specific concepts.
Linkages (Thinking)	<ul style="list-style-type: none"> ◆ A few relationships indicated by connecting lines ◆ Only a few lines labeled with linking words ◆ Many errors in the linking words 	<ul style="list-style-type: none"> ◆ Some relationships indicated by connecting lines ◆ Some lines labeled with linking words ◆ Some errors in the linking words 	<ul style="list-style-type: none"> ◆ Most or all relationships indicated by connecting lines ◆ All lines labeled with linking words ◆ Most or all linking words are accurate and varied.
Cross Links (Application)	<ul style="list-style-type: none"> ◆ No cross links used. 	<ul style="list-style-type: none"> ◆ A few cross links are used to illustrate straightforward connections. 	<ul style="list-style-type: none"> ◆ Cross links show complex relationships between two or more distinct segments of the concept map

<https://www.slideshare.net/funwithchemistry/rubrics-for-concept-mapping>

COMPARATIVE MATRIX/CHART RUBRIC

	Excellent 10 pts	Good 7 pts	Fair 4 pts	Poor 1 pts
Matrix Requirements	The chart includes all required elements of the project and includes a clear, strong comparison. Goes beyond what was expected.	The chart meets most of the required elements and includes a good comparison.	The chart includes some of the required elements. There is not enough information presented.	The chart is lacking in elements required and in resources used. There are many gaps in the information presented.
Work quality/effort	The work done exceeds all expectations and shows that the learners are proud of their work.	The work was done with good effort that shows what the learners are capable of. It is evident that time was put into this poster.	Work is done with fair effort, but the quality is still not what the learners are capable of. It is evident that the work was rushed.	Work is done with little effort, quality is not what the learners are capable of. It is evident that the work was rushed and little time was spent on the final product. Work is incomplete.
Visual Presentation	The chart has an element of creativity and style. It is well labeled and presented in a clear and concise manner.	The chart is well labeled, and is presented in a clear and concise manner.	The chart is presented in a satisfactory manner. Not all parts are clear.	The chart lacks a clear presentation and there are several errors.

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=M366A2&>

MICROSOFT EXCEL PROJECT RUBRIC

	Excellent 10 pts	Good 7 pts	Fair 4 pts	Poor 1 pts
Formulas	Cell formulas were used wherever appropriate. There were no numbers typed in to do any calculations.	Most of the numbers that needed to be calculated were done by formulas.	Some of the numbers that needed to be calculated were done by formulas.	None of the numbers that needed to be calculated were done by formulas.
Required Data	All printouts for the project were handed in. All information contained in the worksheets is accurate.	Information contained in the worksheets was inaccurate.	Information contained in the worksheets is completely inaccurate.	Not all printouts were handed in for the project.
Graph	The graph required for the project is correct. All labels on axes and the key for the graph is labeled appropriately and in the correct location.	The graph required is not the correct size, correct shape, or located in the correct place. OR The labels for the axes are incorrect. OR The key for the graph is incorrect.	There is a graph present but more than one item is incorrect on it.	There is no graph.
Formatting Requirements	The worksheet has all the headings, column labels, number labels, and is formatted correctly.	The worksheet is missing one or two of the requirements	The worksheet is missing 3 or 4 of the formatting requirements.	The worksheet is missing all of the formatting requirements.
Followed Directions	All directions were followed accurately and completely.	Most of the directions were followed accurately.	Some of the directions were followed.	None of the directions were followed.

MICROSOFT WORD PROJECT RUBRIC

	Excellent 10 pts	Good 7 pts	Fair 4 pts	Poor 1 pts
Required Elements	All the requirements were met. Requirements: 1) All images are present 2). All images are formatted 3) Margins adjusted as required 4) Text is underlined, bold, and italicized as required 5)Title is centered using the Toolbar	4-5 of the requirements were met.	2-3 of the requirements were met.	0-1 of the requirements were met. Project is unacceptable.
Formatting/Design/Artistry	The project contains excellent formatting, page layout, and all words are clear with formatting that is clear and very easy to read, with an overall aesthetically pleasing and attractive look.	One of the following could be improved upon: formatting, page layout, readability, or aesthetics	Two of the following could be improved upon: formatting, page layout, readability, or aesthetics	The project is not formatted, page layout is incomplete, contents are difficult to read, and not visually appealing.
Spelling Accuracy	All words are spelled correctly.	1 or 2 words are spelled incorrectly.	3 or 4 words are spelled incorrectly.	5 or more words are spelled incorrectly.
Grammar/Mechanics Accuracy	There are no grammar errors.	There are some minor grammar errors.	There are many grammar errors.	There are excessive grammar errors.

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<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=G9WBCX&>

REFLECTION PAPER RUBRICS

	Poor 1 pts	Fair 4 pts	Good 7 pts	Excellent 10 pts
Depth of reflection	Writing demonstrates lack of reflection on the selected topic, with no details.	Writing demonstrates a minimal reflection on the selected topic, including a few supporting details and examples, is vague and/or unclear.	Writing demonstrates a general reflection on the selected topic, including some supporting details and examples and explains the student's thinking about his/her own learning processes.	Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples, and explains the student's own thinking and learning processes, as well as implications for future learning.
Required components	Writing does not include the required components of the selected topic.	Writing includes the a few components of the selected topic.	Writing includes the required components of the selected topic.	Writing surpasses the required components of the selected topic.
Quality of Information	Information has little to do with the main topic.	Information clearly relates to the main topic. There is an attempt to analyze. No details and/or examples are given.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. It is an analysis of the learning experience and the value of the derived learning to	Information clearly relates to the main topic. It includes several supporting details and/or examples. It is an in-depth analysis of the learning experience, the value of the

			self or others.	derived learning to self or others, and the enhancement of the student's appreciation for the discipline.
Structure & Organization	Writing unclear, disorganized. Thoughts make little to no sense.	Writing is unclear, and thoughts are not well organized. Thoughts are not expressed in a logical manner.	Writing is mostly clear, concise, and organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.	Writing is clear, concise, and well organized with the use of excellent sentence/paragraph structure. Thoughts are expressed in a logical manner.
Grammar	There are numerous spelling or grammar errors per page of writing reflection.	There are more than five spelling or grammar errors per page of writing reflection.	There are no more than five spelling or grammar errors per page of writing reflection.	There are no more than three spelling or grammar errors per page of writing reflection.
Making Connections	The reflection does not articulate any connection to other learning or experiences.	The reflection attempts to articulate connections between this learning experience and content from other courses, past learning experiences, or personal goals, but the connection is vague and/or unclear.	The reflection articulates connections between this learning experience and content from other courses, past learning experiences, and/or future goals.	The reflection articulates multiple connections between the learning experience and content from other courses, past learning, life experiences, and/or future goals.

<https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L34935&>

Source: [https://scontent.fmn14-3.fna.fbcdn.net/v/t1.0-](https://scontent.fmn14-3.fna.fbcdn.net/v/t1.0-9/s960x960/38448878_1839528712828459_8069222936105451520_o.jpg?_nc_cat=110&_nc_sid=110474&_nc_eui2=AeFBQJzUaD00-cmxEFGxXOQWLCj4OHRAh00sKPg4dECHTaTGL7JpRf-Ti6x3P1CbKwqL5VcLQP4eGSV7C7Oab-w8&_nc_ohc=VmRhD2h8I2MAX-8EcP1&_nc_ht=scontent.fmn14-3.fna&_nc_tp=7&oh=6274fa8d88a3e8686dc344d04ba77c1d&oe=5EED9820)

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