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| image.jpeg | **HOLY ANGEL UNIVERSITY**  **Angeles City**  **School of Education** |

**Learning Plan in Assessment of Learning 2 (EASMLEARN2)**

**2nd 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.

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|  | **PEOs** | | | | | | | |
| **Institutional Student Learning Outcomes** | **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 processses and outcomes;
5. Develop innovative curricula, instructional plans, teaching apporaches 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 opprotunities.

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

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

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| **At the end of the course, pre-service teachers should be able to:** | **BTIs** | **PO1** | **PO2** | **PO3** | **PO4** | **PO5** | **PO6** | **PO7** | **PO8** |
| 1. demonstrate understanding of the principles of high quality assessment in conceptualizing, organizing and using authentic assessment techniques in various curriculum teaching areas; | **1.1.1**  **5.1.1** |  | **I** |  |  |  |  |  |  |
| 2. demonstrate skills in designing, developing and using learner-appropriate performance-based, product-based, and affective assessment tools in monitoring and evaluating learner progress and achievement in various curriculum areas; | **5.1.1**  **5.2.1** |  | **I** |  |  |  |  |  |  |
| 3. demonstrate knowledge and understanding of providing timely, accurate and constructive feedback to improve learner performance; | **5.3.1** |  | **I** |  |  |  |  |  |  |
| 4. demonstrate familiarity with various strategies for communicating authentic learning results; | **5.4.1** |  |  |  | **I** |  |  |  |  |
| 5. demonstrate an understanding of the role of assessment data as feedback in teaching and learning practices and programs; and | **5.5.1** |  |  |  | **I** |  |  |  |  |
| 6. demonstrate an understanding of how professional reflection on assessment feedback can be used to improve practice. | **7.4.1** |  |  |  | **I** |  |  |  |  |

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

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| **I. Course Description** | : | This is a course that focuses on the principles, development and utilization of alternative forms of assessment in measuring authentic learning. It emphasizes on how to assess process- and product-oriented learning targets as well as affective learning. Students will experience how to develop rubrics and other assessment tools for performance-based (e.g. portfolio) and product- based assessment. |
| **II. Course Credit** | : | 3 Units |
| **III. Prerequisite** | : | EASMLEARN1 |
| **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**

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| **Time Frame**  Wk | **Intended Learning Outcomes** | **CLOs**  **BTIs** | **Course Content** | **Core Values**  Core Sub | **Teaching/Learning Activities** | **Assessment** |
| Week 1  Weeks 1-3 | ***At the end of the module, the pre-service teacher (PST) can****:*  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  At the end of these weeks the pre-service teacher must be able to:  Reflect on the principles of high-quality assessment and the development and use of authentic assessment techniques and tools within and across teaching areas. | CLO 1/ 1.1.1  CLO 1/  5.1.1 | **Course Overview**  Teacher Education Program Outcomes, Degree Outcomes (BEED and BSE) and Course Outcomes (Assessment of Learning 2)  HAU MVGOs  SED VMGs/Retention Policies  Classroom orientation;  Online Etiquette  **Module 1**  **Unit 1 – Authentic Assessment in the Classroom**   1. **What is Authentic Assessment?**    1. Nature    2. Characteristics    3. Related Terms 2. **Why use authentic assessment**    1. Principles    2. Traditional Assessment vis-à-vis authentic assessment 3. **Developing Authentic Classroom Assessments** 4. A framework for authentic assessment 5. Authentic Assessment development process | Excellence   * Professionalism   Excellence   * Competence | Using Zoom 20 – 40 minutes Interactive Online Discussion  Interactive Online Discussion/Facebook live/Video Recorded with PowerPoint/Video Presentation about the Authentic Assessment in the Classroom  **Concept Mapping** (Student will create ways of representing and organizing ideas and concepts about the authentic and traditional assessment) | Using google forms, answer a survey about the orientation conducted  **Reflection Paper**  (Student will make a reflection paper highlighting the relationship of principles of high-quality assessment to authentic assessment) |
| Weeks 4-5 | At the end of these weeks the pre-service teacher must be able to:  Design performance tasks using the Goal, Role, Audience, Situation, Products, Standards (GRASPS) model  Develop appropriate assessment rubric or customize existing ones to fit the desired outcome | CLO 2/  5.1.1 | **Unit 2 – Performance Assessment**  **What and why of performance assessment**   * 1. Meaning and nature      + Purpose of performance assessment      + Types of performance tasks        - Process-based        - Products-based   2. Principles of Performance assessment  1. **Developing Performance Tasks**    1. Designing performance tasks    2. Goal, Role, Audience, Situation, Products, Standards (GRASPS) model: A guide to developing authentic performance tasks    3. Differentiating performance tasks for diverse learners    4. Scoring Rubrics       * Types       * Components       * Development   Interpretation and utilization | Excellence   * Competence | Using Office Mix PowerPoint/Video Presentation about Performance Assessment | **Design performance tasks**  **Rubric Development** (Student will develop a performance task and scoring rubric, containing appropriate weighted criteria, descriptors for interpretation and aligned standards) |
| Week 6 | **PRELIM PERIOD (Group Work: Make a sample video about performance task with a scoring rubric)** | | | | | |

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| **Time Frame**  Wk Hr | **Intended Learning Outcomes** | **BTIs**  **CLOs** | **Course Content** | **Core Values**  Core Sub | **Teaching/Learning Activities** | **Assessment** |
| Week 7-9 | At the end of these weeks the pre-service teacher must be able to:  Interpret performance assessment data/results for monitoring and evaluating learner achievement to improve learner performance and inform instruction. | CLO 2/5.1.1  CLO 2/5.2.1  CLO 5/  5.5.1 | **Module 2**  **Unit 3 – Authentic Assessment of the Affective Domain**   1. **Affective Targets**    1. Attitudes    2. Interests    3. Motivation    4. Values    5. Self-concept    6. Locus of control    7. Self-efficacy    8. Anxiety 2. Creativity 3. Epistemological beliefs 4. **Appropriate methods**    1. Types    2. Selection    3. Development    4. Interpretation and utilization | Excellence   * Competence | Using Office Mix PowerPoint/Video Presentation about Authentic Assessment of the Affective Domain | **Group Work** (Students will interpret the results of the scoring rubric submitted during the prelim examination by applying the affective targets and appropriate methods) |
| Weeks 10-11 | At the end of these weeks the pre-service teacher must be able to:  Design e-Portfolios for authentic assessment of learning outcomes | CLO 3,4/  5.1.1, 5.4.1 | **Unit 4 – Communicating Authentic Assessment Results**  **A. Effective Communication**   1. What to communicate 2. Why communicate 3. How to communicate    * Managing message quality    * Managing interpersonal dynamics 4. **Portfolio as a Communication Medium**    1. Portfolios and authentic assessment  * Nature and characteristics * Analyzing the key components of portfolios  1. Types and uses 2. ePortfolios | Excellence   * Competence | Video Recorded Using Office Mix PowerPoint/Video Presentation about Communicating Authentic Assessment Results | **Using MS Publisher**  (Students will design and develop e-Portfolio) |
| Week 12 | **MIDTERM PERIOD**  **(Make a Sample e-Portfolios by using different software/program available)** | | | | | |

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| **Time Frame**  Wk Hr | **Intended Learning Outcomes** | **BTIs**  **CLOs** | **Course Content** | **Core Values**  Core Sub | **Teaching/Learning Activities** | **Assessment** |
| Week 13-15  Week 16-17 | At the end of these weeks the pre-service teacher must be able to:  Make a sample narrative reports of the students to parents about the student progress  Explain how professional reflection and learning can be used to improve teaching practice. | CLO1/1.1.1  CLO 4/5.2.1 | **Module 3**   1. **Grading and Reporting**    1. Nature, purpose and rationale for assigning grades    2. Grading Systems       * + Letter grades  * Narrative reports   3. Reporting to Parents   * Report cards * Parent-teacher conference * Other communications   **Unit 5 –Assessment of One’s**  **Teaching Practice**   1. **Reflective Practice Using Learner Attainment Data**    1. Learners’ test scores    2. Learners’ non-test data and other information 2. **Reflective Practice Through Performance Evaluation**    1. Students as Evaluators    2. Peers as Evaluators       * Supervisors as Evaluators | Excellence   * Competence | Using Zoom 20 – 30 Minutes Online Discussion  Using Office Mix PowerPoint/Video Presentation about Grading and Reporting and Assessment of One’s Teaching Practice  Using Office Mix PowerPoint/Video Presentation about Grading and Reporting and Assessment of One’s Teaching Practice | Write a sample Narrative report of the student progress and problem  **Reflection Paper**  (Explain how professional reflection and learning can be improve in teaching practices) |
| Week 18 | **FINAL PERIOD (Individual e-Portfolio)** | | | | | |

\*Learning Packets are provided for students.

**VII. References**

**A. PRINT Resources**

CHED Memo Order 46, s. 2012: Policy-Standard to Enhance Quality Assurance (QA) In Philippine Higher Education

Through an Outcomes-Based and Typology-Based QA. Retrieved from

<https://ched.gov.ph/wp-content/uploads/2017/10/CMO-No.46-s2012.pdf>.

DepEd Order No. 8, s. 2015: Policy Guidelines On Classroom Assessment For the K To 12 Basic Education Program. Retrieved from

<https://www.deped.gov.ph/wp-content/uploads/2015/04/DO_s2015_08.pdf>.

DepEd Order No. 55, s. 2016: Policy Guidelines on Classroom Assessment of Student Learning for the K to 12 Basic Education Program.

Retrieved from h<ttps://www.deped.gov.ph/2016/06/30/do-55-s-2016-policy-guidelines-on-the-national-assessment-of-student-learning-for-the-k-to-1>2-basic-education-program/

Bartlett, J. (2015). *Outstanding assessment for learning in the classroom*. London: Routledge.

Dubiel, J. (2014). *Effective assessment: in the early years foundation stage*. Los Angeles: Sage Publications.

Frey, B. (2014). *Modern classroom assessment*. Los Angeles: Sage Publications.

Gardner, J. (ed.), (2012). *Assessment and learning* (2nd ed.). Los Angeles: Sage Publications.

Gareis, C & Grant, L. (2015). *Teacher-made assessments: how to connect curriculum, instruction, and student learning* (2nd ed.). New York: Routledge.

Popham, J. (2014). *Classroom assessment: what teachers need to know* (7th ed.). Boston. Pearson Education.

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

Hall, G. (2017). *Introduction to teaching: making a difference in student learning*. Los Angeles: Sage Publications.

Mohan, R. (2016). *Measurement evaluation and assessment education*. New Delhi: Phi Learning.

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

**B. Online Resources**

Assessment in the 21st Century Classroom. Intel Teach Elements Short Online Course. Retrieved from

<https://educate.intel.com/download/K12/elements/assess_html/#asst_m0_l0_a0_00>

Assessment Tools for the Affective Domain. Retrieved from

<https://serc.carleton.edu/NAGTWorkshops/affective/assessment.html>

General Rubrics Maker. Retrieved from

<http://www.teach-nology.com/web_tools/rubrics/gen/>

Performance-based Assessment. Retrieved from

<http://www.teach-nology.com/currenttrends/alternative_assessment/performance_based/>

Portfolio Assessment. Retrieved from

<http://education.stateuniversity.com/pages/1769/Assessment-PORTFOLIO-ASSESSMENT.html>

Rubistar. Retrieved from

<http://rubistar.4teachers.org/index.php>

**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.

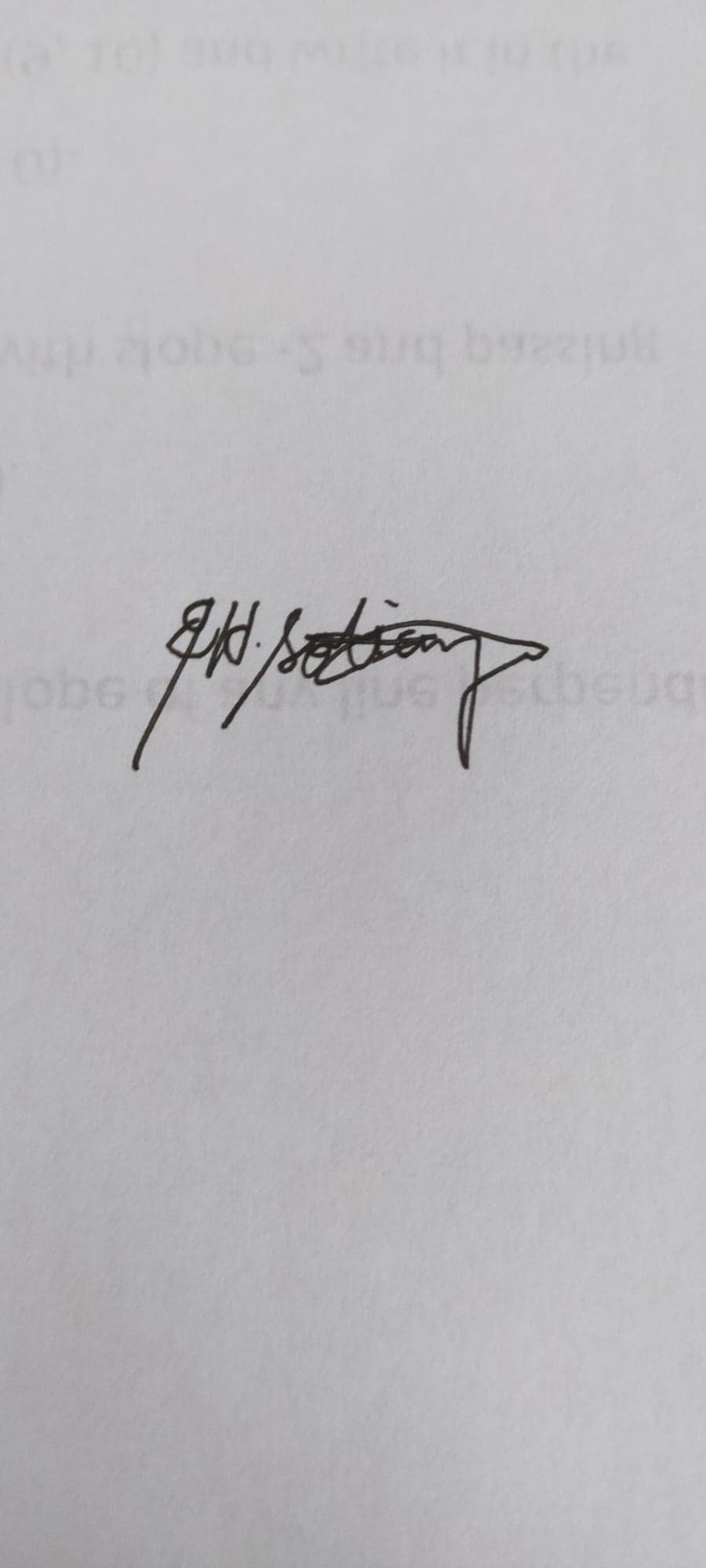
**Grading System (Campus ++):**

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*

Reviewed by:



**MUTYA PAULINO, Ed.D.**

*Program Chairperson, SED*

****

Certified by:

**MARIVIC M. PANTIG** 9-10-2020

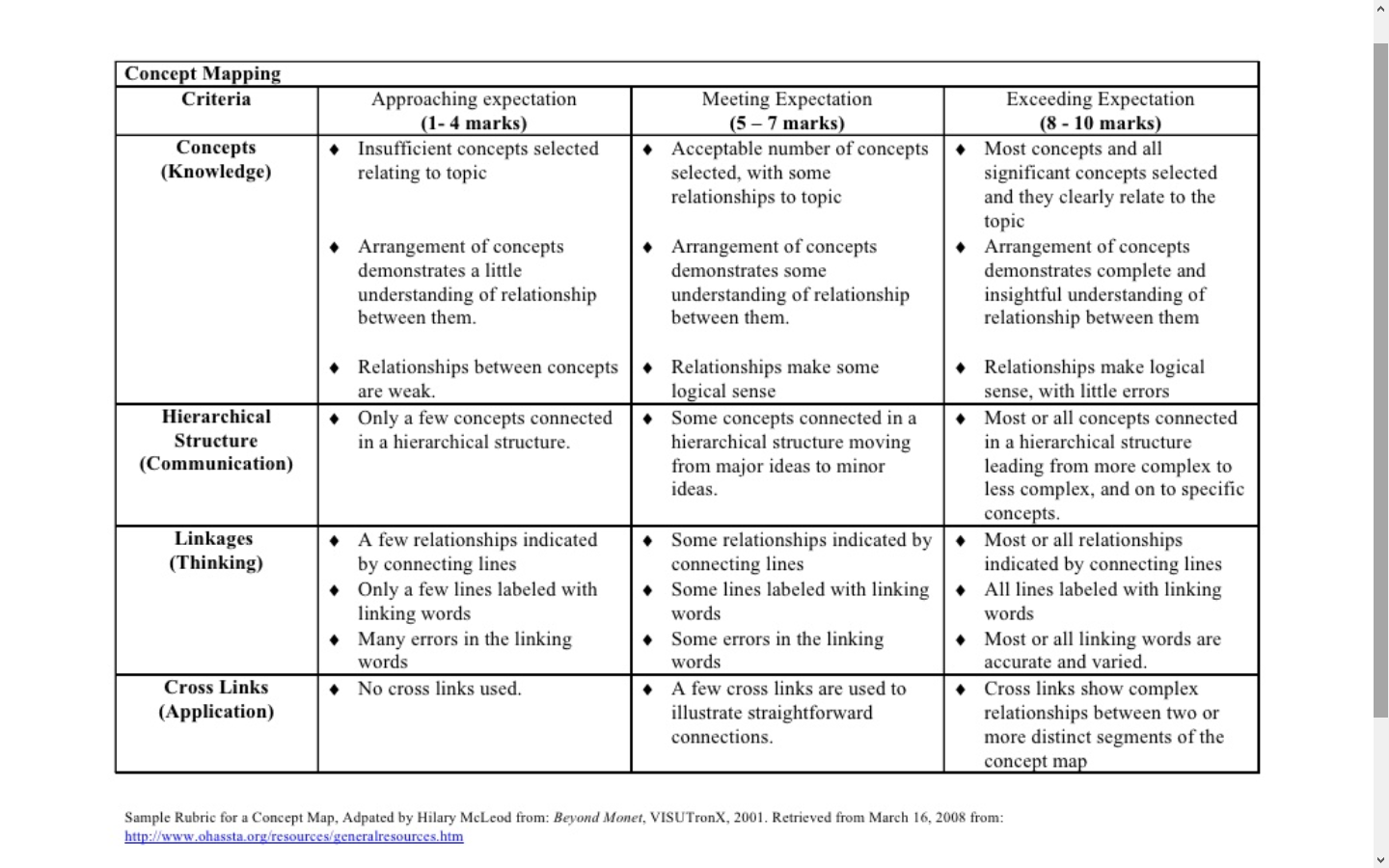
OIC-*Director, University Library*

Approved by:

**ALMA M. NATIVIDAD, Ph.D.**

*Dean, SED*

**CONCEPT/MIND MAPPING RUBRIC**



[**https://www.slideshare.net/funwithchemistry/rubrics-for-concept-mapping**](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&**](https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=M366A2&)

**MICROSOFT EXCEL PROJECT RUBRIC**

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| --- | --- | --- | --- | --- |
|  | **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. |

[**https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=A45BB8&**](https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=A45BB8&)

**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. |

[**https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=G9WBCX&**](https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=G9WBCX&)

**REFLECTION PAPER RUBRICS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Poor**  **5 pts** | **Fair**  **10 pts** | **Good**  **15 pts** | **Excellent**  **20 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. | Writing demonstrates a general reflection on the selected topic, including some supporting details and examples. | Writing demonstrates an in-depth reflection on the selected topic, including supporting details and examples. |
| 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. No details and/or examples are given. | Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples. | Information clearly relates to the main topic. It includes several supporting details and/or examples. |
| 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. |

[**https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L34935&**](https://www.rcampus.com/rubricshowc.cfm?sp=yes&code=L34935&)