

<b>Student Name</b> Adams	<b>Date</b> 11.3.10		<b>Submitted on time:</b> <b>YES</b> <b>NO</b>	
<b>Categories</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
	0	4	5	6
<b>Reflective statement voice</b>	Paper presented but written as a list of events and not reflective	Student writing lacks independent and original thought, or expression of a personal tone.	Student writes in a personal tone that is somewhat reflective of independent and original thought.	Student writes in a personal tone that is reflective of independent and original thought.
<b>Descriptive Content</b>	Paper presented but omits description of workshop experience	Does not utilize professional vocabulary when describing the experience	Uses professional vocabulary, but lacks in detail or does not provide concrete examples	Effectively describes the professional workshop experience and student-teacher interactions observed
<b>E7 – Engages in research and reflection on best practices in teaching strategies</b>	Paper presented but omits discussion of own abilities	Does not adequately reflect on his or her own abilities, struggles/limitations, or experiences as a teacher candidate	Reflects on his or her own abilities, struggles/limitations, experiences, but does not apply that information to the workshop experiences	Reflects on his or her own abilities, limitations, and/or experiences as a teacher candidate by including concrete examples from the workshop
<b>R3 – values life-long learning, personal/professional development, and/or service orientation</b>	Paper presented but omits setting new goals for professional development growth	Does not utilize the information provided from the workshop	Uses information from the workshop, but does not connect that information to individual goals	Effectively uses the information from the professional workshop to set new professional development goals.
<b>R5 – Models appropriate written communication skills</b>	Severe & pervasive errors result in sentence incoherence	Consistent errors detract from meaning; Weak sentence structure	Sentences convey meaning; Inconsistent errors that detract from meaning	Well-organized sentence structure; Minimal errors do not interfere with meaning
				<i>Points Earned</i> ____ 30 ____/30

*Comments:*