

Reflection Essay Rubric

Name _____

Stacey

<u>Criteria</u>	1	2	3	4	Points
Depth of Reflection	Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	Demonstrates a limited understanding of the writing task. Needs revision	Demonstrates a thoughtful understanding of the writing task and subject matter	Demonstrates a thorough and conscious understanding of the writing task and subject matter.	<u>4</u>
Development of examples, evidence	None or very few specific examples used to support claims made in essay.	Uses some vaguely developed examples to support claims.	Uses relevant examples from experience to support claims. Makes applicable connections between ideas	Uses specific and convincing examples to support ideas and makes insightful connections.	<u>4</u>
Language use/style	Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure.	Uses some imprecise language with little sense of voice and limited awareness of how to vary sentence structure	Uses language that is usually fresh and original with a sense of awareness of audience and purpose. Able to vary sentence structure	Uses stylistically sophisticated language that is precise and engaging with a good sense of voice and awareness of audience and purpose. Skillful sentence structure.	<u>4</u>
Grammar/conventions	Demonstrates little or no control of grammar and conventions, making comprehension difficult.	Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension.	Demonstrates control of grammar and conventions with only slight errors when using sophisticated language.	Demonstrates total control of grammar and conventions with essentially no errors, even with sophisticated language.	<u>4</u>
				<u>Total</u>	<u>16</u>

10/10

Comments:

- well written
- good analysis

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EDUC 360

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Discipline with Dignity Critique

I love this theory's overall approach of treating all students with dignity by trying to meet their needs and understand their point of view. At the high school level, we are trying to prepare our students to become responsible adults, so the best way to treat them is with the same dignity and concern you would use to deal with a coworker or other fellow adult. Emphasizing responsibility over obedience is another really good aspect of Curwin and Mendler's theory. It also goes along with the idea of treating students like adults. I don't want my students to behave because I told them to; I want them to behave because they know it is the right and responsible thing to do. My job is not to create little obedient robots, but to help mold good contributors to society. One way to do that is to emphasize responsibility.

Yes!

Even though we should be trying to treat our students like adults, sometimes they will need additional guidance concerning their behavior because they are, in reality, still young. I think Curwin and Mendler's suggestions on how to follow-through with consequences are really great methods to use. They believe that you should always implement a consequence when a rule is broken, but you should make sure that the student understands the rule and consequence, that the consequence is fair, and that it is implemented privately so as not to embarrass the student. Embarrassing a student is the quickest way to break a student and decrease their motivation to perform and behave well

True

in your classroom. However, I am not sure that it is always feasible to deal with a situation privately. Sometimes things happen in the classroom that need to be dealt with right away. Even if you ask a student to go outside of the classroom to implement a consequence, the rest of the class knows what is going on, so in reality, it is not that private.

Another aspect of this behavioral theory I liked is that sometimes it is best for a student to help decide what his or her consequence should be. This helps develop a relationship between the teacher and student instead of creating a division between the two. It also helps ensure that there will not be a power struggle between the student and teacher because the student is allowed to take ownership of their behavior. This will also help break the rut that some students get into when they are repeatedly given the same consequence until it eventually becomes ineffective.

you're one of few who liked this!

All in all, it sounds like a really good method. I like its main principles, but I would really have to see it in action and try it myself before I recommend it whole heartedly. I was a little worried that the powerpoint said that this theory works 25-50% of the time. I want to know what the other theorists' success rates are to compare that to because it seemed like an awfully low percentage.

One of the other components that I would be concerned about implementing would be the behavioral contract. I actually think it is a really good idea, but I would want the contract to be the same in every class that I teach to help with my consistency. In order for that to happen, I would have to create the contract and the students' only role would be to sign it, which partially defeats the purpose. I am also a little leery about spending as much time teaching good behavior as I do my content area. At some point, I

think I should be able to expect good behavior from my students instead of having to repeatedly teach it to them.

So far, I think I like this model most of all, because I kept thinking about how it might benefit some of my students at the high school. It made sense to me: if I treat them with dignity and respect, maybe they will start treating others the same way; if I implement consequences privately, it takes away some of the showboating and pride in their misbehavior; and if I involve them in the disciplinary process, maybe their need for power can be fulfilled simply by knowing I will take their point of view and ideas into consideration.

Source

Discipline with Dignity. (2007, July). Retrieved October 14, 2008, from

http://wik.ed.uiuc.edu/index.php/Discipline_with_Dignity