

Reflection Essay Rubric

Name _____

Stacey

Criteria	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>

Comments:

clear with good details (B)

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EDUC 360

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Kohn's Beyond Discipline Critique

I agree with Kohn's belief that intrinsic motivation should be nurtured more than extrinsic motivation. When a student is unmotivated to work on the task at hand, I think teachers should reexamine the task instead of labeling the student as unmotivated. Helping students see the real world application of a task will greatly enhance student learning. That should be the real goal of teachers: facilitate learning instead of rote memorization.

Good intro

I also agree with his take on standards and high stakes testing. In order to facilitate genuine learning, schools cannot become "test-prep centers." Teachers should be able to help develop standards that are meant to guide and enrich learning instead of stifling creativity with demands of fact memorization. I do not want to spend every class period going over the types of sentences and grammar rules and parts of speech in order to get my students to pass the test so my school won't be shut down, and I won't lose my job. Those things are important, but they can be worked into fun projects and applied in relevant ways. I like the idea of having standards independent of standardized testing, but I think that there does need to be some form of assessment to make sure that the standards are being met. I agree that standardized testing is ~~way~~ too much of a priority right now because too much is riding on just one test. Standardized testing in and of itself is not a negative thing: when it becomes the only thing is when we need to reevaluate our priorities.

Yes!

I differ with Kohn a little when it comes to rewards and consequences. I believe that I can still create a warm and inviting classroom community and develop relationships with my students while having rules and consequences. I think that students still need guidelines. Throughout their entire lives there will be consequences for their actions. I want to work with my students instead of constantly lording over them, but at the same time, I want to maintain some control as the classroom teacher. I think it's a wonderful idea to include students in some

of the decision making in the classroom, but at other times it is more appropriate for me and/or the administration to be the decision maker: we are the ones who have been entrusted with their safety and well-being. Teachers should facilitate learning in which students can see the relevance of a lesson and benefits of behaving appropriately besides earning a reward or punishment. While neither rewards nor consequences should be used in excess, I think they both have a place in the classroom.

Overall, I think Kohn has some valid points, especially concerning intrinsic and extrinsic motivation and the dangers of teaching to the test, but I do not think his entire theory is practical for my classroom. First of all, students have been brought up through the school system understanding rewards and consequences. If you take those guides away from them, I think the result would be confusion. Another problem I see with implementing his theory in a high school setting would be consistency: without guidelines and consequences, how are we supposed to treat our classes equally? The part of his theory that I will probably take the most from is his affinity for intrinsic motivation. Implementing projects, group work, and using Gardner's theory of multiple intelligences will be a fairly easy, useful, and effective way to facilitate student learning and enhance students' intrinsic motivation.

I agree

well stated!