**Journal Reflection Rubric**

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|  | **4** | **3** | **2** | **1** |
| **Reflection**  **(Content)** | Student presents reflection in organized format that demonstrates clear evidence that student has interpreted information beyond surface meaning, using examples (text or external resources) to support ideas. | Student presents an organized reflection that demonstrates student understands the topic or main ideas. Reflection is supported by examples from the text. | Student provides limited evidence to demonstrate understanding of main ideas. Student provides insufficient support to reinforce their ideas/opinions. | Student provides insufficient knowledge about topic and does not provide or support personal opinions. |

The rubric provided above is a universal rubric that can be used for evaluating journal reflections. I have specifically used this rubric in English Language Arts 8 (specifically in connection with outcome CR8.1), however, it can be used in secondary ELA or humanity subjects. The method of presentation of journal reflections can be written on paper or presented through another resource such as those we have been using in EdCur 411, like Build Your Wild Self, Fotobabble, Blabberize, Voki, NoteAPP, Dopple Me, Blogs or other resources students want to use to present their reflections.

This rubric assesses the content students are presenting and their ability to analyze the information they are presented with. I believe that this reflection rubric correlates with multiple of the 7C’s from Sun West Board Policy 18. The assignment correlating to this rubric grants “Developing Creativity, Innovation and Entrepreneurship” in that students can choose the way they want to present their information, as well as the rubric opens up students to creatively interpret content and provide new meaning to what is presented. “Develop Critical Thinking” is Board Policy number 2, which this rubric demonstrates as students are being assessed on developing a deeper understanding of the content and can interpret, critically analyze and at the highest level of understanding, can use external evidence to support their ideas or opinions that are in opposition to what was presented. Aligning with Board Policy 18 “Develop Communication,” the rubric requires students to develop their literacy skills while effectively communicating their opinions and understandings of content, which may be done using a variety of technology. If students choose to use a technological resource to present their journal reflection, then this rubric could also apply to “Develop Computer and Digital Technologies,” which occurs as students create knowledge and solutions. Through presenting their knowledge through a technological resource or accessing information to support their opinions using external resources, students are using social media for learning, which correlates with Board Policy 18 competency 7.