

SHELBY COUNTY SCHOOLS

Reflection Assessment Rubric

| | 5 | 4 | 3 | 2 | 1 |
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| Reflective thinking about performance | The reflection explains the student's own thinking and learning processes in detail. | The reflection explains the student's own thinking and learning processes, as well as some implications for future learning. | The reflection explains the student's thinking about his/her own learning processes. | The reflection demonstrates some reflective thinking about learning but is vague and unspecific. | There is little or no reflective thinking about the student's learning. |
| Reflective thinking about proficiency | The student demonstrates a superior understanding of language proficiency. | The student demonstrates a strong understanding of language proficiency. | The student demonstrates an emerging understanding of language proficiency. | The reflection is vague and/or unclear about language proficiency. | The student shows little or no understanding of language proficiency. |
| Impact on future learning | The student accurately identifies areas for growth and describes a concrete action plan for future improvement | The student reflection explains strategies to improve future learning but does not include a concrete plan of action. | The student reflection identifies areas in need of improvement but does not address how growth will occur. | The student reflection explains ideas to improve future learning but does not include a concrete plan of action. | The reflection does not address plans or strategies for future learning. |
| Analysis | <p>The reflection is an in-depth analysis of the learning experience and the student can relate their learning to the world beyond the classroom.</p> <p>The student is able to explain how language proficiency may help them in their career or life after school.</p> | <p>The reflection is an in-depth analysis of the learning experience and the value of the learning.</p> <p>It shows an enhancement of the student's appreciation for the discipline.</p> | The reflection is an analysis of the learning experience and the student can state the value of the learning experience. | The reflection attempts to analyze the learning experience but the value of the learning to the student is vague and/or unclear. | The reflection does not move beyond a description of the learning experience or focuses only on their grades. |