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Content Area Reading Module 7 Reflection Paper Rubric

University of Wisconsin-Stout School of Education

Unsatisfactory Rarely demonstrates the knowledge or skills to effectively teach children to read in content areas.	Basic Occasionally demonstrates the knowledge or skills to teach children to read in content areas.	Proficient Usually or consistently demonstrates the knowledge or skills to teach children to read in content areas.	Distinguished Demonstrates model knowledge and skills to teach children to read in content areas.
Below 2 points	3-5 points	6-7 points	8-10 points

Element	Unsatisfactory	Basic	Proficient	Distinguished
Self-insight and reflection about prior knowledge and practices related to teaching students how to read in content areas. IRA Standard 6.2 <i>Candidates display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.</i> NBPTS Standard 4 Wisconsin Teaching Standard 9	Includes little or no information describing where your journey in this class started; the reader does not understand your prior knowledge related to content reading and using strategies at the beginning of this course.	Briefly describes where your journey in this class started and your prior knowledge related to content reading and using strategies in your classroom at the beginning of this course.	Includes reflective statements describing where your journey in this class started; the reader understands your prior knowledge related to content reading and using strategies in your classroom prior to the beginning of this course.	Includes detailed reflective consideration describing where your journey in this class started; the reader clearly understands your prior knowledge related to content reading and best practices using strategies in your classroom prior to beginning the course.
	Includes little if any reference to information from your <i>What I Want to Know</i> list created at the beginning of this course.	Includes a brief summary from your <i>What I Want to Know</i> list created at the beginning of the course.	Includes information from your <i>What I Want to Know</i> list created at the beginning of the course.	Includes detailed information from your <i>What I Want to Know</i> list created at the beginning of the course.
	0 points	2 points	3 points	4 points
Professional growth	Includes little or no	Includes some	Includes reflective	Includes strong

in implementing approaches to assist students in reading non-fiction text in content areas. IRA Standard 2.2 <i>Candidates use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.</i> Wisconsin Teaching Standard 1 NBPTS Standard 2	reflective thought pertaining to selection and implementation of instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.	reflective thought pertaining to selection and implementation of instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.	thought pertaining to selection and implementation of instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.	reflective thought pertaining to selection and implementation of instructional approaches based on evidence-based rationale, student needs, and purposes for instruction.
	Few, if any, reflective statements go beyond an accounting of what takes place in a specific classroom.	Reflective statements briefly provide a rationale underlying the use of specific strategies or materials.	Reflective statements contain some rationale underlying the use of specific strategies or materials.	Reflective statements go beyond simply answering one or two questions and include a detailed rationale underlying the use of specific content reading strategies or materials.
	No rationale is included describing the use of specific content reading strategies or materials.	Some sources are accurately documented, but many are not in the desired format (APA).	All sources are accurately documented, but a few are not in the desired format (APA).	All sources are accurately documented in the desired format (APA).
	Many sources are not documented accurately and the (APA) format is not used.			
	1 point	1 point	2 points	3 points
Quality Writing and Timeliness Wisconsin Teaching Standard 6	Formatting rules ignored, does not meet length requirement.	Most of the paper is formatted appropriately but is less than 3 pages in length.	Paper is neatly typed, double-spaced, 12 regular font, one-inch margins and 3 pages in length.	Paper is neatly typed and double-spaced, 12 point font, one-inch margins, and 3 pages in length.
	Paper has multiple proofreading errors which interfere with the message.	Paper has numerous proofreading errors (6-10) that interfere with the message.	Paper has several (3-5) proofreading errors.	Paper has zero or minor proofreading errors.
	Submitted late with no instructor approval	Submitted later than agreement with instructor.	Submitted on time.	Submitted on time.
	1 point	2 points	2 points	3 points

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